

# University News

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## Return to Innocence : Value-education in the Postmodern Age

P B PATIL

## College Education, Teachers, Students and NAAC

J P JOSHI

## Globalisation: A Need for Change in Educational Management System

JOSEPH B MARTIN

## The Changing Field of Health Profession —Convocation Address

WORLD EDUCATION FELLOWSHIP  
NEW PATHS IN HIGHER EDUCATION  
NATIONAL WORKSHOP ON SANSKRIT



*Association of Indian Universities*



# UNIVERSITY OF HYDERABAD

P.O. Central University, Hyderabad 500 046

## ADMISSION ANNOUNCEMENT 2003-2004

Established in 1974, the University of Hyderabad has emerged as a premier centre of higher learning with outstanding student output and faculty who have to their credit notable accomplishments. The University has been given the status of 'University with Potential for Excellence' by the University Grants Commission and it has also been awarded the top grade of A\*\*\*\*\* by the National Assessment and Accreditation Council (NAAC). The University offers facilities for post-graduate and research studies in major disciplines in sciences, humanities, social sciences, performing arts, fine arts & communication and management studies. Admissions are made on all-India basis in order of merit in the entrance examination.

The entrance examinations for admission to the following courses during 2003-2004 will be held from June 21 to 26, 2003 at Ahmedabad, Bangalore, Bhubaneswar, Chennai, Cochin, Delhi, Guwahati, Hyderabad, Madurai, Pune, Tirupati, Vijayawada and Visakhapatnam. The University reserves the right to cancel any of the examination centers and allot another centre for applicants for that centre.

### Master of Computer Applications (MCA) (6 semesters)

**M.Sc courses (4 semesters)** in Mathematics Applied Mathematics, Statistics-O.R., Physics, Chemistry, Biochemistry, Plant Sciences (Biotechnology) and Animal Sciences (Animal Biotechnology)

**M.A. courses (4 semesters)** in English, Philosophy, Hindi, Functional Hindi (Translation), Telugu, Urdu, Applied Linguistics, Economics, History, Political Science, Sociology, Anthropology and Communication

**MPA (4 semesters)** in Dance and Theatre Arts

**MFA (4 semesters)** in Painting, Print Making, Sculpture

**M.Phil (2 semesters)** in Physics, English, Philosophy, Hindi, Telugu, Urdu, Applied Linguistics, Translation Studies, Comparative Literature, Economics, History, Political Science, Sociology, Anthropology and Regional Studies.

### M.Tech Courses (4 semesters)

- Computer Science;
- Artificial Intelligence;
- Information Technology with specialization in Banking Technology and Information Security
- Computational Techniques
- Medical Biotechnology

**Note:** For admission into M.Tech courses at (a), (b) & (c) above, GATE qualification is a must.

### Advanced P.G. Diploma in Bio-informatics (2 semesters)

**Ph.D** in Mathematics Applied Mathematics Statistics-O.R., Computer Science, Physics, Electronics Science, Chemistry, Biochemistry, Plant Sciences, Animal Sciences, English, Philosophy, Hindi, Telugu, Urdu, Applied Linguistics, Translation Studies, Comparative Literature, Economics, History, Political Science, Sociology, Anthropology, Regional Studies, Folk Culture Studies, Communication, Theatre Arts, Dance and Management Studies. (Note: Provision also exists for Ph.D admission in January 2004 session. For further details, refer to the Prospectus.)

Detailed information regarding entrance examinations and qualifications for admission etc. are given in the Prospectus 2003-04. Candidates who are appearing in the final examination of the qualifying degree are also eligible to apply.

**Reservation of seats :** In each course, 15% and 7.5% of the seats are reserved for SC and ST candidates respectively with a provision for interchangeability wherever necessary. 3% of the seats are reserved for physically handicapped candidates. Relaxation in the prescribed percentage of marks is also provided. For further details, refer to the prospectus.

**How to apply:** Prospectus and application forms can be obtained in person from 05.5.2003 to 06.06.2003 from the Academic Section, Administration

Building in the University Campus, Hyderabad - 500 046 against cash payment as follows:

### One set of Prospectus & Application Form:

Rs. 150/- for SC/ST/PH candidates

Rs. 350/- for General Category

**Each additional Application Form** (not more than three application forms will be issued with one Prospectus)

Rs. 75/- for SC/ST/PH Categories

Rs. 150/- for General Category

The prospectus and application forms can also be obtained by post up to 31.5.2003 from the Dy. Registrar (Acad & Examst) University of Hyderabad, P.O. Central University, Hyderabad - 500 046 by sending (a) a requisition indicating the course to which the admission is sought (b) one self-addressed slip (c) a crossed demand draft for the amount specified above together with Rs. 25/- towards postal charges drawn in favour of the Finance Officer, University of Hyderabad, on State Bank of India, Hyderabad Central University Branch, Hyderabad (Code 5916) or on Andhra Bank, Nampally Branch, Hyderabad (Code 378).

### Please note that:

- Application forms & Prospectus for reserved categories (SC/ST/PH) cannot be used by the General Category students.
- The cost of application and Prospectus does not include the registration fee, which is to be paid at the time of submission of application; SC/ST/PH are exempted from payment of registration fee.
- A separate application is required for each course, except for M.Tech (CS/AI/IT) for which a single application form can be used. However, registration fee is to be paid for each discipline.
- Filled in applications can be submitted either by post or in person at the Automated Admission Office at the University Campus at Gachi Bowli. For further details, please refer to the Instruction sheet attached to the Application Form.

### Important Dates :

Counter sale of Prospectus and application forms will commence from	05.05.2003
Last date for receiving requisition for issue of Prospectus/application forms by post	31.5.2003
Last date for counter sale of Prospectus application and submission of filled in application forms	06.06.2003

*Note: University will not be responsible for any postal delay.*

*Candidates are, therefore, advised to apply well in time.*

**M.B.A. :** Admissions for 2003-05 MBA batch are completed, based on percentile scores obtained by the applicants to the University in IIM's CAT 2002, and performance in group discussion and interview. Students who want to be considered for admission to MBA next year 2004-06 batch should : (a) appear for the IIM's CAT in November/December 2003, as per the CAT's advertisement to appear in national newspapers in July/August 2003, (b) apply to the University separately by December 2003 as per the University's advertisement press release in national newspapers to appear in August/September, 2003, soon after the CAT's advertisement, (c) and appear, if short-listed and called, for group discussion and interview, on the University campus in March/April, 2004. Application forms and the Prospectus 2004-05 of the School of Management Studies will be available from the University, as per its aforesaid advertisement press release, from September, 2003.

**For any further details, visit our website :** <http://www.uohyd.ernet.in>

T.R. VIG

Dated: 26.04.2003

Controller of Examinations

**SELECTED BY UGC AS 'UNIVERSITY WITH POTENTIAL FOR EXCELLENCE' & AWARDED BY NAAC THE TOP GRADE OF A\*\*\*\*\***

# UNIVERSITY NEWS

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## IN THIS ISSUE

Return to Innocence : Value-education in the Postmodern Age	1
College Education, Teachers, Students and NAAC	3
Globalisation: A Need for Change in Educational Management System	7
Convocation Sri Ramachandra Medical College and Research Institute, Chennai	14
Campus News	
World Education Fellowship	17
New Paths in Higher Education	20
UGC Refresher Course in Physical Education	21
National Workshop on Sanskrit	22
News from Abroad	
UNIVERSIDAD 2004	23
Theses of the Month	25
Classified Advertisements	34

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## Return to Innocence : Value-education in the Postmodern Age

Saswat S Das

(Indian Institute of Technology, Kharagpur)

When we expound the need of value-education, we unhesitatingly assume that our contemporary education is value-free if not valueless. That could as well be the starting point. What is then a value-free education and what could be its implication? A value free education is amoral, if not immoral, it is utilitarian and progressive without being sensitive to human needs in entirety. What could probably values signify here is a search for stability in the gravity-free universe? A return to Habermas's age of enlightenment? An escape from the Lacanian world-view 'I am where I think not', to a less troublesome proclamation of Descartes' 'I think, therefore I am'? Value-education could mean all these at a higher level. It could be seen as a timely response to the postmodern insanity. But, whittled down to its basics, it could mean an attempt to explore the essential goodness of man.

Value-education has been interpreted differently by its exponents. Some see it as a form of reductive theory, which stands severely apposed to the world of relative values. Some see it as synonymous with religious education. But value-education realizes itself at two different levels. At one level it attempts to reconstruct the self; the very being which is abandoned now as a mere tissue of textualities, and at another it makes 'conscience' the kernel of the being. Value-education in synthesis carries on the subtle art of reconciling ethics, morality and religion with scientific progress.

The project of resolving the differences between intellectual inquiry and faith/morality/religion has always been subjected to an unending process of emphatic commitment and sorrowful withdrawal. The question that has tempted the philosophers only to lose itself in the frequently traversed zone of skepticism is still crudely obvious: can intellectual enquiry be moral? 'We must never be afraid to go too far, for 'truth lies beyond', says Marcel Proust. Value-education solidly grounds itself on a principle that believes that truth is always moral. But being moral is not necessarily being value-oriented.

Value-education equates technological innovation with betterment of the lot of humanity. It emphasizes the healthy and positive values of science, but does not allow it to go astray. Let us take the case of two scientists, both are brilliant and highly qualified. While one invents a life saving drug, the other invents a bomb. Are the two scientists neutral in value terms? No, because the one who invents a life-saving drug is obviously value-positive while the one who invents the bomb is value-negative. Value-neutrality robs purpose from action and therefore falls in the domain of pure knowledge which is self-perpetuating and perhaps self-defeating. In a sense the redemptive wish of mankind becomes the basic foundation of value-education.

Modernist anguish of alienation and the postmodernist celebration

of diversity find their most suitable counter-point in the concept of value-education. Value-education resolves alienation and rationalizes diversity. The wish for a return to innocence is combined with hope and courage rather than with inaction and stasis. The celebration of diversity on the other hand is played out with dignity and security. Further, history bears enough witness to the survival of mankind being contingent upon its redemptive wish rather than on its progressive instinct.

At the ground level, the aim of value-education is not to provide degrees. Its aim rather is to provide real power, a power of making a choice between good and evil, life and death. Knowledge is not an exit route to a better life-style but the beginning of a journey. It is a dialectic of choices. A value-based approach condemns sheer hedonism. It favours knowledge while being aware that knowledge without character could corrupt. It attempts to make morality the basic foundation of commerce.

Value-based education is primarily an Oriental concept. It is an antidote to the inexorable growth of materialism in the West. It has been rightly said that if the race to touch the future is spearheaded by the West, then the race undisputedly is for and towards an abyss. Success rated in terms of acquisition of wealth can only end in the depths of futility. If the size of the paycheques, as Dr Deirdr Mullen remarks, facilitates the purchase of mind-lulling drugs, divorce, abortions and suicides, humanity ought to do some serious thinking before becoming a part of the money spinning industries.

Value-free education which is sometimes seen as a product of a multicultural society, an intrinsic part of the postmodern project of decentering, could be dangerous. The resolve to ignore all values has become all the more firmer in societies that are no longer homogeneous. Pluralism being the hallmark of our age, no definite set of values could be seen as laying the foundation of our society. Reverence to a particular set of values could be seen as yet another attempt to constitute an over-arching concept which the postmodern world abandons as illusory. A value-free education is sometimes thought to be the only way to achieve fairness in the education system. But at the same time on the face of conflicting claims and in the absence of any fixed point of reference, academic centres especially that of the West have become centres of intellectual disorder. As David Bren

explains 'instead of being havens of independent thought, universities have become channels of indoctrination confirming the prejudices of those who control the agenda of public discourse. Ralph Bennett while commenting on the trend of American education system remarks: 'behind its ivy coloured camouflage American higher education is a fraud untrue to its students, untrue to itself.

A value-based education then indicates the presence of a universal order. As Roland Nash comments, the aim of value-education is to recover the belief that there is a transcendent, unchanging moral order, and restore it once more to a central place in the educational process. In response to the postmodern insanity, the value-educationists argue that there is an order in nature, in reason, in language. Lacan argues that even the unconscious is structured and patterned like language and there is an order in our society too, and it is the responsibility of the educational process to reflect that. The role of value-education emerges, firstly to remind the student of the existence and importance of this transcendent order as well as its content, and secondly to become providers, the conservers and the transmitters of culture. Value-education believes that the search for objective truth should proceed with the quest for spiritual truth. Though religious study is not what the value educators aim at, it nevertheless could become an essential part of value-education - a missing piece that could be restored to its original place by the educational process that culminates in creating a substantial role for religion in the spiritual sense. In literature this process makes way for a return to innocence, from the barren landscape of Eliot's *Wasteland* to Blake's *Songs of Innocence*.

Value-educators argue that since religious faith is a dimension of life that colors, affects and influences everything we do, one could define it as a matter of 'ultimate concern'. No human being can possibly be neutral when it comes to religion. Thus when an individual encounters people who claim that education should be free of religious content, he should recognize that this is not a religiously neutral claim. There is a sense in which education is an activity that is religious at its roots.

Any effort to remove religion from education is merely the substitution of one set of ultimate religious commitment for another. Religion is not ritual, but spirit.

*(Contd. on Page 6)*

# College Education, Teachers, Students and NAAC

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## NAAC : Nature and Benefits

On a nation-wide basis, the work of evaluating the qualitative merit of the higher education has been entrusted to the Bangalore-based National Assessment and Accreditation Council (NAAC). The universities had to secure NAAC's certification by December 2002, while the Colleges can do so by December, 2003. NAAC has come into being as an autonomous affiliate of the University Grants Commission (UGC) under the provisions of the UGC Act. At present, NAAC has only one headquarter-centre at Bangalore, but now there is a suggestion for establishing five geographically dispersed centres at Kolkata, Mumbai, Delhi, Bhopal and Bangalore.

The National Policy on Education and the Programme of Action played an instrumental role in NAAC's genesis. It was constituted at Bangalore on 16th September, 1994.

In fact, the concept behind NAAC had originated in the United States of America in 1952. A similar institution named Higher Education Quality Control Council (HEQCC) is functional in the United Kingdom for many years now. In 1991, an organisation named International Network for Quality Assurance Agencies in Higher Education (INQAAHE), made up of 120 member-nations was constituted in Hong Kong. NAAC of India is a member of INQAAHE.

Profession and education are two distinctly different notions. Hence, a college is neither a production centre nor a professional service centre. Students are not the products of the college. But the education imparted to the students in the college is its product. As such, the quality and the progress of college education and its evaluation at regular intervals assume a great importance. Likewise, teaching and learning are two distinctly different processes. Teaching is more closely associated with the management of education rather than with the supervision over students. On the other hand, learning is more closely related to research and development.

Because of the intervention of global organisations like the World Bank and the World Trade Organisation in almost every sphere of life everywhere, education too has become a globally

marketable commodity. In the upheaval brought about by computers, cellphones and Internet, no country can afford to lag behind in staying competitive. Emergence of the concepts like economic liberalisation and global village have made it possible to complete overseas universities' degree courses while sitting in one's home country. As a result, education has become simultaneously commercialised and globalised. Creation of NAAC is the result of numerous such pressures and its evaluation of the educational institutions, colleges and universities in India has become necessary against this background. NAAC's accreditation means certification of the quality of these institutions. It has also energised the process of imparting quality to higher education in the country.

According to NAAC, higher education has these beneficiaries—students, teachers, parents/guardians, university administration/college management, future employers of the students and the society. Higher education should fulfil the expectations of these beneficiaries. Accordingly, NAAC functions within certain laid down objectives—classifying the universities/colleges based on the assessment of their functioning and the curricula taught; creating an academic atmosphere in these institutions and thereby promoting qualitative teaching and research; rendering of guidance to these institutions as regards their educational objectives in relation to the changing global educational situation. After complete implementation of these objectives, it is hoped that there would be a total change in the administration, management and the daily functioning of the colleges; they would be better able to implement new concepts, undertake new projects and improve the overall quality of the higher education. NAAC also expects that with the emergence of the professional atmosphere, interrelations within the university, the management, the principal and the teachers would become cordial and healthy. Fulfilment of these objectives may be rather difficult but not impossible, if only the management, principal, teachers and the administrative staff change their traditional narrow mindedness. The contribution of each and everyone of them is equally important. There should be complete coordination between the parties concerned. Conversely, the role of the university also assumes

significance. Evidently, fulfilment of NAAC's objectives ultimately means enhancing the quality of the higher education imparted in the college.

There indeed are certain benefits in inviting NAAC to assess the college's performance and functioning. First of all, while preparing the self-study report (SSR) required by NAAC, the college would apply the technique of SWOT analysis. The self-study report would reveal the strengths and weaknesses of the college and the opportunities available to it for its growth and development. The assessment thus would lay foundation for the planning for the college's progress. The planning, in turn, would initiate a search for remedial measures for eliminating the weaknesses. After NAAC's assessment, a new vision, a new direction and a new realisation would be imparted to the college. With the new-found confidence and the sense of self-regulation through self-appraisal, the college can assure quality education to the society.

The Union Government of India intends to include 'education' in the fundamental rights and accordingly, amend the Constitution to make the education of 6-14 years age group children free, compulsory and a bounden duty of the Government. Conversely, it must be realized that the Government is drawing a dividing line between the 'school education' and the 'higher education' and is correct in assuming that school education shall enhance general literacy levels. It must also be realized that a person highly educated in one of the mainstream disciplines (Arts, Commerce and Science) has much less opportunity of selling his education in the global market. On one hand, India is taking fast strides forward in rarified fields like nuclear energy, ballistics, satellites, computers, information technology and defence; on the other, the country's higher education system is showing definite signs of regression because of the tendency of clinging to age-old notions. Under such circumstances, the presence of a sentinel like NAAC becomes indispensable. In fact, introduction of NAAC's assessment has actually accelerated the wider realisation of the concept of 'autonomous colleges'.

### **NAAC : Basic Information**

The three-tier organisation structure of NAAC comprises a general council, an executive council and various administrative, financial and advisory committees.

For conducting the assessment work, NAAC charges fees of Rs 25,000 for the faculties of Arts and

Commerce together and another Rs 25,000 for the Science faculty in the college. The colleges that are presently unaided or are in receipt of grants, but have no permanent affiliation will have to pay these fees by themselves. The colleges that have permanent affiliation or are eligible to receive various grants from UGC under Rules 2-F and 12-B can show these fees in their expenditure and obtain a refund. A bank draft for the prescribed fee is to be sent to NAAC along with the college's self-study report.

Presently, NAAC will assess the functioning of the universities and colleges only, but it is quite likely that in due course, it may take up the assessment of various departments in the colleges and the individual teachers.

### **NAAC's Peer Team**

The peer team of NAAC that visits the college for assessment work consists of the experts hailing from the States other than in which the college is situated. They could be university Vice Chancellors and Registrars, State Directors of Higher Education, Deans, Principals, Heads of Departments and education experts. The colleges are expected to bear the expenditure of their travel and hospitality. Rural colleges and the colleges that are not covered by the provisions of Section 2F and 12B of the UGC Act would be unable to bear the entire expenditure by themselves. Hence, many State Governments are thinking of allowing it as a non-salary grant. Alternatively, two or three neighbouring colleges may come together and request NAAC to send its peer team to conduct their assessment in one visit so that the expenditure could be shared.

The colleges that have completed minimum five years of functioning will necessarily have to get themselves assessed by NAAC and thereafter repeat the exercise every five years. It is also likely that the State Government may stop the grants-in-aid of the colleges that fail to obtain NAAC's accreditation by 31st December, 2003. On the other hand, the accreditation would help in obtaining UGC's recognition under Sections 2F and 12B and thereafter in obtaining UGC's various grants. The colleges that were in existence prior to 1975 have been exempted from the condition of permanent affiliation to the university; all other colleges will have to fulfil this requirement.

First of all, a 'Letter-of-Intent' will have to be submitted to NAAC; in return, NAAC will send back the prescribed proforma of the self-study report, a booklet containing guidelines for filling the self-study

report and a computer CD/floppy disk. Five copies of the duly prepared SSR will have to be sent to NAAC; in return, NAAC will send back a list of the names of about 20 members of the peer team. The college may accept these names or inform its objections to NAAC. In due course, a peer team of four or five members would arrive. One of them would be the head of the team. Since this team consists of the members hailing from other States, the language of communication will necessarily have to be English. The team would first hold discussions with the principal, then with the management, teaching and non-teaching staff, students, representatives of the alumni and, where they are constituted, with the representatives of the parents' association. One may respond to the team members' questions and queries in the regional language, in which case, someone from the faculty should ably perform the translator's role. All the members of the students' council and a group of about 40-50 students may be presented to the team.

Each team member has in his possession a copy of the self-study report already submitted by the college. Before actually visiting the college, the team holds a meeting, studies and discusses the contents of the self-study report and draws its conclusion. The purpose of the personal visit is to verify the situation presented in the self-study report and confirm/modify the conclusions already drawn. The team prepares its final report in the college itself, which is three to four pages long. The report is showed to the principal, who may separately record the objections or amendments to it. The final report generally gives a fairly good idea of the grade that the college is likely to receive. After the departure of the team, the assessment/accreditation certificate is received in due course from NAAC. The entire process from the submission of the self-study report to the receipt of the certificate is completed in about three months.

From April 2002, NAAC has changed over from the star-rating system to grading system. The grades are based on the percentage score obtained cumulatively against the seven step criteria starting with Grade-C which is for 55-60% score to Grade A++ for 95-100% score.

The seven criteria and the maximum possible points against each may be described as: (i) Curricular aspects - 10 points, (ii) Teaching, learning and evaluation - 40 points, (iii) Research consultancy and extension - 5 points, (iv) Infrastructure and learning resources - 15 points (v) Student support and progression - 10 points, (vi) Organisation and management - 10 points, (vii) Healthy practices - 10 points. The various questions asked against each criterion will have to be answered elaborately.

These seven criteria have a collective score of 100, out of which at least 55 points will have to be obtained for securing accreditation. The score is worked out by using the following formula:

$$\text{Institutional Score} = \frac{\sum W_i C_i}{\sum W_i}$$

where,  $W_i$  = Weightage of the criterion,

$C_i$  = Score of the criterion, for example,

$$\text{Institutional Score} = \frac{\sum 60 \times 100}{60}$$

## Rural and Urban Colleges

Even a cursory glance through the list of the colleges that have so far secured NAAC's accreditation shows that a large majority of them are situated in urban areas. Therefore, the question arises, whether colleges in remote rural areas can fulfil NAAC's expectations. India is basically a nation of villages largely populated by medium, small and marginal farmers and village artisans. But because of the very high aspirations of these farmers and artisans for their children, nearly 60 per cent mainstream colleges (arts, commerce and science) in the country are located in the rural and semi-urban areas. Majority of these colleges are resources-starved. The concept of sports complex has not yet taken root in these rural colleges, their students do not find table-tennis and badminton courts or a fully-equipped gymnasium relevant to their daily life. Hence, many of the expectations of NAAC can exist only in the imagination of the promoter-trustees and principals of these colleges. These colleges face numerous difficulties routinely. For example, reputed personalities are easily available for presiding over different functions in city colleges, but such persons are reluctant to visit rural colleges because of the problems of travel, stay and honorarium. It is also nearly impossible for the rural colleges to organise workshops, seminars and conferences.

NAAC expects colleges to constitute at least 35 different committees. In the rural colleges with one or two disciplines, limited student strength and a handful of teachers, such committees would be constituted only on paper, but there would neither be adequate resources nor activities to keep these committees occupied. Obviously, at least in the initial stages, NAAC should use different yardsticks for assessing the urban and rural colleges, but keep up the pressure on the rural colleges to eventually conform to the nationally uniform standards.



Again, there is the question of grants-in-aid. According to the present policy, a college becomes eligible for 100 per cent grants-in-aid only after seven years of its establishment. In the interim, the college receives only EBC fees from the government and has to depend on the philanthropists for constructing college building, play ground, building up library stocks, etc. The expenditure on these counts is enormous and it takes quite a few years for them to complete the college building and play grounds. Under such circumstances, facilities and amenities like computer laboratory, women's waiting room, intercoms, television, overhead projector, parking shed, CD player, modern educational aids, pay-phone, botanical garden, department-wise staff rooms, dais in every classroom, students' hostels, guest house, postgraduate centre, etc., are mused over only in reverie. Rural colleges usually have ill-stocked libraries - dictionaries, encyclopaedias, handbooks and much of the standard reference volumes, adequate number of international and national periodicals are conspicuous by their absence.

A college becomes eligible to receive grants-in-aid only after seven years of its functioning, but according to NAAC's edict, the colleges that have completed five years of functioning have to complete the assessment. The rural colleges that have only recently completed five years think that NAAC is a calamity that might despatch them into oblivion.

In non-grantable colleges, there is no security either of employment or salary. Most of the basic facilities also are lacking. NAAC's expectations of teachers' research work, participation in conferences,

seminars and symposia, organisation of workshops by the college, etc., cannot be fulfilled by these colleges in their teething years.

Many colleges do not have full-fledged principal, nor is their students:teacher ratio satisfactory. Quite often, rural colleges are unable to secure teachers in the subjects like English, statistics, law, etc. As such, the colleges run by the older institutions in the urban areas would be able to secure good assessment scores from NAAC, but what about the colleges in remote, drought-prone rural areas? It is, therefore, felt that NAAC may classify the colleges on urban, semi-urban and rural basis and devise the criterion accordingly. Today, almost every taluka headquarters in the country has at least one mainstream college. These colleges were started with the limited objective that every household in the taluka should have at least one graduate member. Many of NAAC's peer team members themselves have rural background and thus possess firsthand knowledge about the problems and difficulties of the rural colleges. In the present circumstances, however, it could only be hoped that they would consider the case of the rural colleges sympathetically.

It is also equally true that under the pressure of NAAC's periodic review every five years, the rural colleges will expand their limited objectives and cover the students' overall development. In due course, the higher education being imparted in these colleges would withstand the global market conditions. After all, everyone will have to keep pace with the changing times. □

(Contd. from Page 2)

The attributes of value-education are many. The five most significant ones are:

- Value-education teaches tolerance.
- Value-education teaches persuasion.
- Value-education is essentially creative.
- Value-education offers a vision of future in terms tradition.
- Value-education opposes fragmentation.

According to Freud, the wishes and desires that we suppress find a permanent abode in the unconscious. These wishes, needless to say, are negative and threaten to topple the structure of civilized values. Value-education curtails the process of negative thinking by consistently emphasizing on

positive values. Our continual indulgence in activities that are positive and constructive would definitely in the long run, destroy the breeding ground of negative ideas, thereby emptying the unconscious of perverted wishes. Value-education in a nutshell is about nurturing the human spirits exploring human freedom and realizing that education is never really complete. It believes that education without ethics is arrogant and dangerous.

In the words of Dr. Albert Schweitzer, 'You may have a great education, you may have the name of great college behind you, you may have great careers ahead of you, but if you do not block out at least a small part of your life to give to others, you will never be truly happy'. □



# Globalisation: A Need for Change in Educational Management System

J P Joshi

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From the last 20 years, people of India are going through a very crucial phase. To some this is a phase of development, for others it is devaluation of Indian system. There is a tremendous growth in all the areas, with the increase of many industries. Many of the multinationals had come up in India. The markets have been full of products with lots of varieties. Agriculture had come as big industry with advanced technologies and methods. Tourism got boom with many foreigners visiting India. Institutes of Education and information had grown with the multiplying speed. Whatever may be the consequences, it is a revolutionary change that has taken place in India in these few years. All these changes in every aspects of life is demanding changes in Indian system, mainly in Education and Educational Management.

## What is Globalisation?

Globalisation in India was generally taken to mean 'integrating' the economy of the country with the world economy. This, in turn, implies opening up the economy to foreign direct investment by providing facilities to foreign companies to invest in different fields of economic activities in India. Allowing Indian companies to enter into foreign collaborations and encouraging them to set up joint ventures abroad. Seeds of this globalisation process in India were sown in early eighties itself as many concessions were granted to foreign capital. Multinational companies were allowed to enter a number of crucial sectors to which their entry was previously restricted or banned. Import liberalisation process was accelerated considerably and downward adjustment in the exchange rate of the rupee was resorted to. However, the real thrust to the globalisation process was provided by the new economic policy introduced by the Government of India in July 1991 at the behest of the International Monetary Fund and the World Bank.

## Effects of Globalisation in Different Sectors

**On Economy Sector:** The process of globalisation initiated in 1991 and the far-reaching changes in industrial and other policies have let considerable changes on the economic front. The

foreign currency reserves that had fallen to one billion dollars in June 1991 rose substantially to over 20 billion dollars on March 1995. As against a fall in the dollar value of exports by 1.5 per cent in 1991-92, the export grew by over 17 per cent in 1994-95. The process of globalisation in India has led to an unequal competition—a competition between 'giant' multinational companies' and Indian enterprises. With initial resistance at the first stage, which over the period of time had given push to the Indian economy.

**On Agricultural Sector:** The agricultural sector was also effected due to globalisation. On one hand it has effected the price of various agricultural products, on the other it helps in improving the quality of these. The major negative impact was in some rural areas, which were not able to cope with world's quality products and were handicapped by the Government's internal policies, which did not change with the changes at global level. For consumers, globalisation helps in giving more choices with variety at cheap costs. For producers it was a competitive growing market. Food-grains output increased from 155 million tons in Seventh Plan (annual average) to record level of 203 million tons in 1998-99.

**On Service Sector:** With the few units of private Banks, financial institutions, Telecommunication companies, postal institutions, the service sector was going through a limited or no growth phase of development. With the process of globalisation, there was a tremendous growth in financial sector with the coming of many franchisees of multinational companies. Also the telecommunication sector, which was even with the monopoly, not able to race with its objective, got lifted with the coming of private companies, Indian as well as foreign. Here also consumers were benefited with a number of alternatives, choices and varieties at reasonable costs.

**On Culture:** The global trend has also not left culture of the society. It has given a very confusing effect to the roots of the society. With the free incoming of values, costumes, dresses, living habits of the western world in India, the basis of Indian culture is greatly influenced. The uniqueness of

tradition is converting into a jumble of culture. On the positive side this had made world closer, and on the negative side this is leading to separation of families, even people from themselves.

### **Impact of Globalisation on Educational Objectives**

The growth of any nation depends upon the holistic development of its various sectors. Society from the past had developed its own ways for the growth. Education was the key instrument in this process. Today also education is an important and crucial element in the development of society. But with the changes in the structure, process, values and customs of society, the purpose and aims of education also remains dynamic. The traditional objectives/aims of education talks about:

- Physical Development of the child
- Intellectual Development of the child
- Developing Values in the child
- Self and Social Knowledge, and
- Vocational Training.

But, as over the years, the society had got drastic change, these aims of education are becoming incomplete models. And the discipline that is more needed for the future of the society, is crawling many years behind the present conditions. With the effect of globalisation in all the areas of life, like economy, culture, society, religion etc., it is very important not only to understand the requirement of redesigning the objectives/aims of education, but also to set up the environment for the smooth working of these.

Privatisation in Education sector came with international institutions, online education courses, availability of educational jobs option globally, call for redefining, rearranging, adding and improving the aims/objectives of education. Following can be the new objectives of the Indian Education system:

- The aim of self-learning: Preparing students for learning from the other sources of information.
- The aim of teamwork: With the globalisation, teamwork will be the most wanted competency in the future.
- The aim of synthesis: Students need to adapt the skills of synthesis of knowledge with the increase of information of the world.
- The aim of linking learning: Variety of information

on the same topics and the ocean of information demands linking learning.

- The aim of adaptability: With a boundaryless world, those who will adapt, will survive.
- The aim of uniculture: Unchecked cultural inclusion in society will demand uniculture society in the near future.
- The aim of professionalism: The nation who gives importance to professionalism are getting strong economically. This is the necessary requirement.

### **A Model for the New Era**

The world is becoming digital. Everywhere you will find the effect of it. All over the world this has shown its power, especially in the field of information and communication. Those who adapt themselves to it will grow further. Those who will remain traditional will quickly become outdated and may become stagnant.

According to David Thornburg (2002) "Standards are nothing new. Uniform track spacing of rail road is based, according to legend, on the wheel spacing of Roman chariots. But while standards allow diverse groups to develop products that interpret seamlessly, they can sometimes get in the way of progress when someone finds a better way to do something".

Same is the case with the teaching learning process. The traditional skills, methods and competencies were now becoming the problem in the way of progress. Thus the innovation and standards both together are needed to shape the future of work.

According to David Thornburg (2002):

"This digital world has two important forces that had transform every aspect of our life, namely:

- ***Collapse of the Microcosm:*** By nature the microcosm pulls every thing toward the centre, collapsing transistors and chips until they become irreducible because of quantum limits. Transistors are the most ubiquitous objects of mass production in history. They exist everywhere. From electronic watch of your hand to the central AC of your work place.
- ***Explosion of the Telecosm:*** If the microcosm is the world of computation, the telecosm is the world of communication. "Metcalf's Law says that the

power of a network grows in proportion to the square of the number of nodes (connections). So double the number of connections and the power increases by four; triple it and it increase by nine.

Telematics is the place where microcosm meets telecosm and where each leverages the power of other. Internet has gathered greater attention than any other telematic resource. An accurate count of Internet users is hard to make, but some have estimated that by December 1999 there were 171 million people-online worldwide. This number grew to 304 million by the following march, and is projected to exceed one billion by 2006".

### Structure of the Model

The year 2000 was very crucial' from the development point of view. There was a boom in the IT sector in India and lots of development took place in this regard. In Educational field, not only many researches took place in this area, but also very quickly it has become the basic subject in educational curriculum. Here 'EY+' denotes Education in the coming years after 2000. In order to remain with the fast growing world of education, we need to make changes in some of the areas of our Educational system.

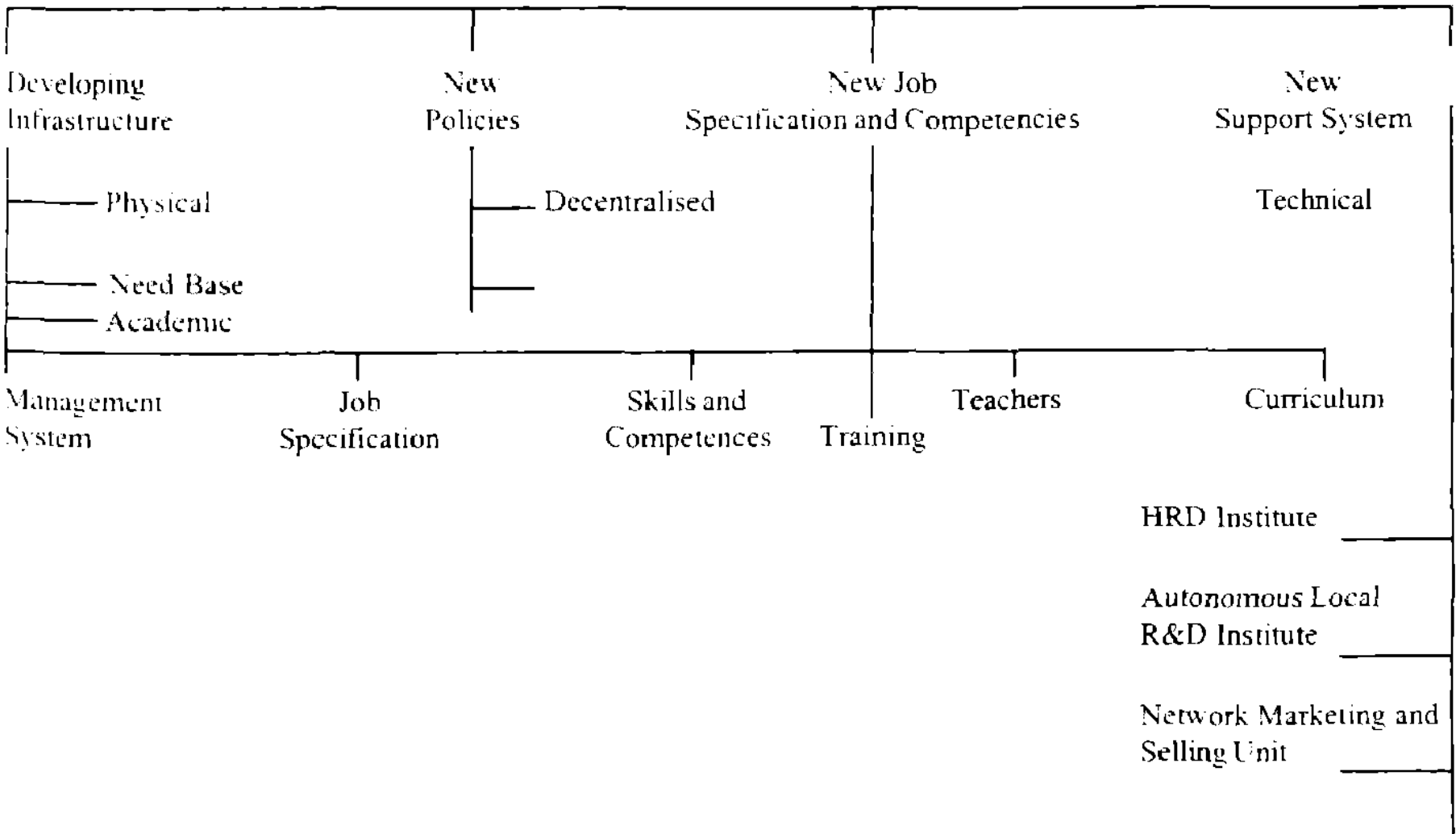
### What is EY+ ?

#### 1. Developing Infrastructure

In the present infrastructure the Educational institutes were made as per the traditional aim and objectives of education. As the modern aim and objectives are different we need to modify and adjust the present infrastructure. The changes are to be done in following areas:

- *Physical:* The new educational institute should have the physical infrastructure suitable to the growth and development of education. The space should be design to have multiple seating arrangement. All institutes should be built with same specification, like same type of lighting, ventilation, colour, safety measures etc. The interior designing of the institute should be different with the level of learning (i.e. Primary school could have more of colour combination, natural beauty, photos of animals and birds; secondary level could have more sayings, and great people's articles; colleges with sculpture, models, and dynamic structures)
- *Technical:* Linking of all the units of education is very important for the growth and frequency of knowledge generation. Thus, all of them should have technical facility of transforming information,

Model EY+



knowledge, ideas, researches, faculty support and services (with the help of Internet, telecommunication, satellite linkage etc). Technical unit should be established centrally at various locations, for their regular and updated services. They can also be the source of classroom learning in the absence of technical facilities at any of the nearby educational institute."

- *Academic*: Centrally located E-libraries at various places, mobile knowledge and information unit, visiting faculty unit etc are some of the academic changes needed for coming years of education.

## 2. New Policies

With globalisation, the Indian Education system is facing new challenges in terms of competitions with not only the foreign institutes, but also from the private educational institutes. The new aims of education could be fulfilled with the changes and modification in education policies. The emphasis of new policies should be uni-culturation, synthesisation, and globalisation of education. Importance should be given to lifelong learning and self-learning. Generalisation of information should be given preference over summarisation of knowledge.

New policies could be based on two perspectives: one is *Decentralised perspective* and other is *Need based perspective*. The former talks about the distribution of power to the local authorities, the latter talks about the relevance of the policies for the actual 'Need Areas'.

## 3. New Job Specification and Competencies

Only Physical and Material changes are not enough for the sustainability of Education System in rapidly changing technical world. During the recent rush of dot-bombs, companies coupled their layoff announcements with demands for talented workers, yet our educational system remains largely unchanged since the industrial age.

**Management System**: The structure of management of any system is very important for its progress. The Education System for years was in need of a Proper and Effective Management System. With coming demands from society and other sectors for effective and adapted work force, Decentralisation and Privatisation of Education Management is very much required. The new Management System requires new competent Educational Managers, institutes and

courses for these human resources, correlation with other sectors management system, new task and challenges, new visions and missions. The responsibility must go with accountability and authority. More importance should be given to horizontal hierarchy than vertical hierarchy. Teaching experience should not be the only criteria for Managerial positions of Education system.

**Job Specification**: According to Robert Reich's (1992) *The Work of Nations*, the basic job specifications required by the new class of workers (here Teachers) are abstraction, system thinking, experimentation and collaboration. Let's understand them:

- *Abstraction*: The ability to discover patterns and meanings, is the core of symbolic analysis. The daily chaos of data that surrounds us requires us to employ abstraction in order to make sense of our world. This skill stands in conflict with today's traditional schooling, with its focus of isolated facts.
- *System thinking*: This follows logically from abstraction. It is the ability to think of most problems in the context of a complete system with interrelated elements. This capacity to think in terms of the 'big picture' can be developed and is required for schools.
- *Experimentation*: Because we cannot accurately predict the behaviour of complex systems, experimentation—the ability to try something, note the results and make modification until a desired result is obtained is tremendously important.
- *Collaboration*: It is important for two crucial reasons. First, many of the challenges facing us today cut across a wide range of disciplines, which can often only be bridged through teamwork. Second, by interacting with others, we often discover new approaches to problems.

**Skills and Competencies**: Not only the changes on top level will boost the system, but also, we have to search and locate new skills and talents in our knowledge-value teacher. Present academicians are to be trained for the new requirement, skills, competencies and teaching aids of teaching-learning process. According to David Thornburg (2002) the coming generation teachers need to be:

- *A contractor not a long-term employee*: Because they are the means of production, knowledge-value

teachers are not bound to schools equipment. Their loyalty therefore, is to their craft and to those who honor their skills and invest in their continued development. Once a job becomes routine, knowledge-value teachers become restless and look for new horizons, either with other full-time employers, or increasingly, as part-time consultants.

- **Making a career today no longer means progressing upward within an established hierarchy.** Rather, it now involves progressing through a series of assignments that provide continual opportunities to learn. In many situations this represents a return to a craft mentality, where progress is not measured by position, but by growing mastery.
- **Comfortable with Ambiguity:** Comfort with ambiguity follows naturally from the changing nature of the work contract. The uncertainty with the rapidity of knowledge-base change virtually in all professions, and it's no wonder that those who are uncomfortable with ambiguity tend to be highly stressed.
- **A Lifelong Learner:** Most of the students graduating from traditional colleges today are left to meet their future learning needs on their own. Two driving forces make lifelong learning an essential characteristic of successful people: the short shelf life of much existing information, and the exponential rate at which new information develops.

The rapid pace of technological development forced us to update our knowledge on a continuous basis. Sooner or later, half of what we know about certain tasks will be outdated, and we'll have to rush to catch up. Lifelong learning is the only insurance against being blindsided by the short shelf life of information.

The exponential growth of knowledge is a great reason to make lifelong learning an essential characteristic of today's teachers. While estimates vary, some people suggest that the total amount of information in the world double every two years. Thus a child when reached at the 12th Standard, the amount of information in the world will measure 64 times. There are many sources of information other than education institute, where the today's students normally devote more time. Our institutes should not be concentrating in the information delivery business

- that task is untenable in this era of rapid knowledge growth, until we transform our schools in the places for lifelong learning. We must ensure that the desire to learn is never extinguished. The challenge with today's teacher is not in finding enough to learn but in budgeting enough time to keep abreast of their field.

The National Policy on Education (1986, p. 2 and 3) rightly considers human being as a positive asset and a precious national resource which needs to be cherished, nurtured and developed with tenderness and care coupled with dynamism. Further, the policy, asserts education to be a unique investment (Ministry of Human Resource Development, 1986)

**Highly Mobile:** Whether hopping from job to job or travelling long distances for a single company, workers are becoming increasingly mobile. Due to the nature of short-term contracts, modern workers often flit from city to city for different clients. Many attend professional conferences in far-flung places; others relocate completely, in search of better quality of life. The Internet lets us stay at home while traveling anywhere in the world through cyberspace.

Some fear that freer immigration will lead to brain and resources drain. But in knowledge-value era opportunity and growth come from the minds of the people, and the more highly skilled people a country has, the better off it is likely to be.

**Technological Fluency:** Teacher need to teach students how to use technology effectively to create documents, locate information, collaborate with remote groups, perform calculations, and make dynamic presentations.

**Communication Skills:** The core of educational practice lies in teaching students to express themselves well. The challenge today is in incorporating lifelong skills into the curriculum. It is never too early to start developing the skills necessary for the workplace of tomorrow.

**Highly Entrepreneurial and Creative:** Each teacher can develop the ability to take control of our careers, and that help with that process. As a successful entrepreneurs teacher must have these attributes:

- They need to be very creative-to see opportunities where others see nothing.

- They need to know how to communicate their ideas to others effectively, spreading their visions.
- They need to be self-starters.

Maheswari (1999), presenting a paper in the 'Asian Regional Conference on learning: The Treasure Within', on behalf of CBSE and NCERT, brought out the need for developing skills and values essential for an effective adult citizenship instead of enabling the pupils in acquiring facts and knowledge only. These skills are computation skills, communication skills, technological skills, household skills, psychological skills, and learning to learn with love skills and healthful learning skills.

### **Teachers Training**

In order to meet the demand of technologically skilled, communicative, lifelong learner teachers, we will be requiring a new way of teachers' Training.

- The rapidly increasing technological advancement and the exponential growth of knowledge will create the environment of continuous and selective learning. The training given long before the actual Job, will not remain feasible for the practical conditions. The methods taught two or three years back will become outdated and will not be useful for the applicability of real-life situations for a few years.
- Regular and updated on-job-training will only be the method suitable in case of world of mass knowledge and technological advancement. Competent teachers of tomorrow will become stagnant or pushed back by their colleagues, if they deprive themselves from updated knowledge that is rapidly increasing and improving.
- Losing time in the fast growing and progressing world of knowledge and technology, will mean losing the race of life and survival. Thus any training which is not in line with the updated information will become wastage of time.
- Life skills, linkage of knowledge, logical approach, system thinking, experimentation, abstraction and collaboration will be get importance in the future Teachers' Training, than subject knowledge and educational theories.

### **Curriculum**

The two important characteristics of the EY+ Curriculum are:

*Learning is Contextual:* According to David Thornburg (2002), "Just as bell and whistles controlled

the flow of the work on the factory floor, bells and 'scope and sequence' mandates controlled the flow of information at school. Students were taught and then assessed to see what they had retained. An educated student was seen as the successful 'product' of school, to be graduated at the end of the educational assembly line. Much like their industrial counterparts, teachers only worked on one aspect of a student's learning at a time, dividing them up either by subject or by age. Unlike the guild-based model of education, in which each apprentice must learn the limited skills necessary for a particular career, today's knowledge-value teachers must learn a variety of skills in order to shift seamlessly from one career to another throughout their working years."

Two more idea referred to in the Report to UNESCO of the International Commission for Education in the 21st Century (1996, p. 87), namely learning to learn and acquisition of evolutive skills are important. "Tomorrow's illiterate will not be the man who cannot read, he will be the man who has not learned how to learn."

Our Curriculum should involve these points. It must relate to realities and focus on the context.

*Learning as a Process not a Place:* "Learning is an anywhere, anytime, lifelong process. Schooling models based on building that are open only several hours a day for a number of months a year. This is a mismatch", David Thornburg (2002).

A teacher has to prepare his students for learning 24 hours, even when he is not nearby.

- If the student could be taught to treat all of life as a process of learning.
- If the student could be taught to keep his senses alive.
- If the student could be taught to teach himself.

Then we would be extending the classroom beyond the few hours.

The Report to UNESCO(1996) very aptly brings out the implications of the influence of media on student's knowledge that they have acquired through several media sources (p. 142). Teachers and schools, having thus to a large extent lost their leading place in the learning experience, face new tasks of making schools more appealing to children (p. 143). For children to learn properly, teachers must use knowledge that children bring

to schools with them as a starting point. They must adapt their relationship with learners, switching their roles from soloist to accompanist and shifting dispensing information to helping learners seek, organise and manage knowledge, guide them rather than molding them (UNESCO 1986, p. 144). These observations definitely imply a change in the roles of teachers, and these changed roles call for changed strategy in teachers education, from this point of view also there is a need for a paradigm shift in Teacher Education which is the challenge ahead.

#### 4. New Support System

Running such a big system without any support is not only difficult but also not feasible. But the traditional educational system doesn't provide effective support system to the education, thus leading to low quality in the product and output. For the coming years of challenges, some of the following organisations are must:

**HRD Institute for Education:** As the new teachers, educational managers, academicians and other staffs will require regular updated training, it will be rightly important to have few Institute for Human Resource Development. These institute will be responsible for the recruitment, staffing, directing, motivating, training and managing stress and conflict of the Human Resource of Educational Institute. Not teachers only, but administrators, students, parents, office staff, helping staff and technical staff will also come under the functioning of these institutes.

**Autonomous Local Research and Development Institutes:** For development of education of local areas; autonomous bodies for research and development should be built locally. In order to cope with the global changes which are affecting even the remote areas, these institutes will work for substitutions of all technical advancement in educational field. Growth with locally available resources will be the crucial work of them.

**Network marketing and Selling Unit:** Survival of the fittest is the rule of this world. In order to survive, one has to prove best. With competitions from everyone outside, not only sustaining, developing, but also marketing of quality is very essential. If your services and products are excellent, it is necessary for making it available to

others. Network marketing will also helpful in developing synthesis and collaboration of education.

#### Making Connection

The coming world will be full of challenges and risks. The purpose of educationist is to prepare students for facing these challenges and taking risks. The whole society has to come up in this great task of preparation of the future citizens. One has to come out from the traditional way of learning, and adapt themselves with the new technologies. The role of Administrators will be to train the future teachers for the coming years. We should also redesign our Education system so as to adjust with the global effect of the new era. Managing Education could become a diagnostic tool for all problems of the globalized world.

To end with the story about a great engineer and scientist Nikola Tesla, who developed the alternating current generator? One day, Tesla was called to a power generating plant where the generator was running at very-low speed. He saw that the flywheel was out of alignment, so he took a hammer and as the wheel rotated to the right position, tapped it slightly to spring it back into place. The generator quickly came to full speed, and the problem was solved.

"How much do I owe you?" the plant manger asked.

"Five dollars and fifty cents," Tesla replied.

"Five fifty for hitting a wheel with a hammer!"

"No sir," said Tesla. "For hitting the wheel, the charge is fifty cents. The five dollars were for knowing where to hit it."

We may not know what type of schools, students, economy, technology is there in the coming years, but we can be certain that they will all involve "knowing where to hit the wheel."

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# The Changing Field of Health Profession

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**Joseph B Martin MD, PhD, Caroline Shields Walker Professor of Neurobiology and Clinical Neuroscience, Dean of Faculty of Medicine, Harvard Medical School, Boston, USA, delivered the Convocation Address at the fifth convocation of Sri Ramachandra Medical College and Research Institute (Deemed University), Porur, Chennai on 14th February, 2003. He said, "The fourth area I would mention is the remarkable evolving integration of western styles of medicine, the allopathic practice of medicine that you have learned about in your studies here with eastern styles of medicine. At Harvard we formed a new division for research in education in complementary and alternative medicine. 50% of the patients in United States while seeking treatment from an allopathic physician are simultaneously taking treatments of one form or another, from health food stores, from acupuncturists, from chiropractors and other forms of what we call alternative medicine. It is a \$ 29 million industry. Some of these approaches we now know after years of skepticism actually work. Acupuncture for pain can be demonstrated (and has been by careful clinical research), to be effective in the amelioration of pain. Many others it is very difficult to know if they work or not because it is very hard to separate the palliative effect, which is such a powerful influence on illness and symptoms from the real effect and some are down right dangerous and life threatening particularly when combined with the medicines that we prescribe to our patients. And so learning about these forms of alternative medicine is the purpose that we have at Harvard in putting together this new division". Excerpts.**

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It is a great honour today to participate in this special day, special, first for the students, for graduates it is a long awaited moment, victory over courses, tests. You have qualified to undertake the profession of your choice as doctors, nurses, dentists, pharmacist, physiotherapists, researchers, and among you are future faculties. Among you also are doubtless many who would want years of additional training or sub specialize in some areas of medicine or nursing or dentistry or the allied health sciences. I shall be brief because I am fully aware that I am the last obstacle between you and your degrees. It is also a special day for me to be here. My first visit to India, the honour of receiving an honorary professorship from this school and an opportunity to share this day with you. As you graduate today, let me remind you of the comments of Allan Graig, an American educator who said "a good education leaves much to be desired, it is a beginning on the way to knowledge, to wisdom, to the commitment of helping others". During your education so far, you have doubtless had experiences in learning from your teachers the core competencies of a health care professional. I am sure that these include some of the following: the core competencies of being a health care professional: You have learned the techniques of

effective communication; You have learned basic clinical skills; You have learned how basic biomedical science contributes to the practices of your profession; You have learned the diagnosis management and prevention of illness; You have become aware of social and community aspects of health care; You have learned problem solving and decision analysis; You have developed leadership skills and I hope you have developed scholarship and discovery curiosity that will keep you going forward in the pursuit of your profession. I thought this afternoon that I would take a few minutes to speak with you about the changing field of the health professions and in particular those that are associated with the professions that this graduation is honoring, those of medicine, nursing, pharmacy, dentistry and others.

As we look forward into the next decade and into the next century, there are going to be remarkable changes that during your lifetime will change the phase of your practice. Let me list nine of those. I'll be brief about each of them, but I would like you think with me about nine areas of major influence on health care as we move forward.

The *first* is we need to learn better how to deliver more ambulatory care. Hospitals are becoming the venues for acute interventional care for heart attack, for stroke, for those conditions that require careful attention, for advanced cancer, complicated conditions of surgery, but we need to practice with art and nursing and medicine, in ways in which one can see the total progression of the symptoms, learn how to prevent them before they begin, learn how to identify them early, which will occur in settings of primary care, secondary care, and where a practice of teamwork evolves so that doctors and nurses and pharmacists work together to advance the best care in their communities.

The *second* point I would make is that as we grow older as a population looking towards the future, more and more of the illness that will prevent healthy living are those which are going to be chronic, which need to be managed over time, which will require the physician's attention to the details of how an illness unfolds. Illnesses like diabetes, like high blood pressure, like arthritis, and even AIDS, which now with the medicines that have been produced has a course that can be predicted extending now over several decades. These require attention to the health of the public to regular follow up, to prevention, to primary detection at an early age, and the best care when illness falls.

The *third* area I have already emphasized, but I want to highlight it again. Most of what we learn in medical school and nursing school has to do with admission with the acute illness that strikes out of the blue, brings the patient to the emergency room and requires care. We need to make more emphasis on the process by which illness develops and occurs. At least half of the morbidity of illness could be prevented by healthy living, by ceasing smoking, by taking care to exercise, and eat well. These are principles that not only need to be espoused and believed, but in fact need to be practiced, and it is a challenge to us as physicians to get our patients to accept these realities that help for living; even more of a challenge to help them do them. There will be during this emerging emphasis on prevention, a new epidemiology, there will be the ability to predict the onset of likely disease before it occurs. We have some of those markers now for cancer, we have some of those

markers now for heart disease, but they will evolve more rapidly over the next decades to allow us to predict months, years, decades ahead of time that the likelihood of an illness may occur in the patient. Now genetic epidemiology will allow us to look at genes that predispose towards a condition and allow with wisdom to give better advice to our patients. The health of the public must be balanced with the health of the individual. Let me repeat that, the health of the public, the society at large must be balanced with the health of the individual. Reserves for health care are always limited. The toughest decisions are averse to rational health care, because not every one can have everything all the time and we need to focus more on the good of the whole society, as well as the good of the individual.

The *fourth* area I would mention is the remarkable evolving integration of western styles of medicine, the allopathic practice of medicine that you have learned about in your studies here with eastern styles of medicine. At Harvard we formed a new division for research in education in complementary and alternative medicine. 50% of the patients in United States while seeking treatment from an allopathic physician are simultaneously taking treatments of one form or another, from health food stores, from acupuncturists, from chiropractors and other forms of what we call alternative medicine. It is a \$ 29 million industry. Some of these approaches we now know after years of skepticism actually work. Acupuncture for pain can be demonstrated (and has been by careful clinical research), to be effective in the amelioration of pain. Many others it is very difficult to know if they work or not because it is very hard to separate the palliative effect, which is such a powerful influence on illness and symptoms from the real effect and some are down right dangerous and life threatening particularly when combined with the medicines that we prescribe to our patients. And so learning about these forms of alternative medicine is the purpose that we have at Harvard in putting together this new division.

The *fifth* point I would make is that increasingly health care will unfold as a business. We already know it is one of the largest industries in our nations. In India, it comprises about 7% of the gross domestic product. In United States it is

around 14%, Canada it's about 9%. With that investment, which many argue is not enough in any of our countries, there needs to be more attention and care paid to how we deliver health care to access, to efficiency, to the organization of medicine and we as physicians and nurses and pharmacists and dentists are to be involved in taking how to do that and not leave to the politicians, not leave it to those people who are in charge of parts of our life that we should control. Many medical students these days are opting out of medicine as classically practised are moving into degrees in business. We now have a combined degree of medicine and MBA at Harvard. Every year about 5% of our graduates choose another course, another direction than to going on to residencies.

The *sixth* point I would make is that very important area that you study during your work here and that is the ethics of medicine or social responsibility. Physicians and nurses and pharmacists are among the most respected of any of the members of our society. We are trusted. We are in general believed for what we say and so we need to accept that challenge and take charge of some of the most important parts of our society and that includes involvement in environmental issues - the challenges that may not immediately jump to attention as part of the professionalism of being a doctor or a nurse. The patient-doctor relationship is the key to good treatment and in the ethics of medicine it is the way the doctor and the patient, the nurse and the patient interact that will determine to a large extent the outcome of the treatment given.

The *seventh* point I would make is that evidence based medicine, healthcare outcomes based research will have an increase in importance as we move forward in the next decade. I was surprised a few weeks ago, to learn as many of you were that the old treatment for high blood pressure using a diuretic was in fact as effective as the very expensive new drugs, the calcium channel blockers or the ace inhibitors that we have all learned to give the first line of treatment. Then we have a diuretic which is old fashioned, but much cheaper and which in the long run prevented stroke more effectively than some of the drugs, which we have become accustomed to giving. That's called evidenced based medicine, it's challenging the authorities, it's saying

I don't believe necessarily that's true and I'm going to find the answer to it.

The *eighth* point, I have already alluded to and that is the impact of the genomic revolution. Later this month our nation will publish the final sequence of the human genome, 58 years by anniversary after the first description of the structure of DNA. The genomic revolution means that for each of the genes in our bodies we now understand the proteins that they encode and therefore have the ability to look in complete detail at the structure and function of each of the cells in our body whether bone or brain. This is going to lead to a whole new field of looking at disease susceptibility and matching the treatment that is most appropriate for that susceptibility so called pharmacogenomics.

The last area that I would mention is an area that when looked at entirely is as large a portion of the burden of disease in our world as any other and those of the diseases of the mind and of the brain. That's my field and so I will leave it to last. Diseases of the brain in an aging population will increasingly limit the use of our lives—whether it is Alzheimer's disease, whether it is stroke, whether it is the other complication or chronic disease, the incidence of depression, schizophrenia, which occurs in the 1% of population worldwide, bipolar manic-depressive disease—these are major contributors to the morbidity of our society. And furthermore the study of mind, brain and behaviour is similar to understanding who we as human beings are and why we behave the way we do both for good and unfortunately sometimes for bad. So I would submit that this area, over the next decades, will be of crucial importance in understanding of ourselves and of the character that we bring to the world. And so graduates, I wish your God's special blessings as you embark in the next phase of your career.

I am pleased that through the joint collaboration of Harvard Medical International, we have been able to send students here and to receive some of your students at Harvard and its affiliated institutions. We look forward to a long and mutually beneficial relationship. Many thanks for inviting me. It's a wonderful pleasure to be with you today. □

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# CAMPUS NEWS

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## World Education Fellowship

The Indian Section of the World Education Fellowship, in collaboration with Gujarat Research Society is hosting the 42nd WEF International Conference on Lifelong Learning in Mumbai, India, from 4th January 2004 to 9th January 2004. The activities of the WEF Indian Section are organised at Gujarat Research Society. The Society established in 1936, is a premier registered Charitable Trust and a pioneer multidisciplinary Institute and provides services needed for the development of human potential in all its facets irrespective of cast, creed, sex or religion through its headquarters in Mumbai and centers in Ahmedabad and Delhi.

The World Education Fellowship seeks to "celebrate through education the beautiful diversity of the human spirit" (WEF South Africa Conference 2001) and believes that education has a crucial role to play in the promotion of individual excellence with global perspectives.

This belief extends to education for everyone all the time whatever their age or circumstances. In some parts of the world there is a great need for literacy and numeracy programmes. In other countries worldwide technological, economic and social changes render much formal education quickly out of date. Pressures of life and work frequently inhibit the achievement of individual potential and the enjoyment of fruitful interaction. With the limitations of conventional education system and ever changing learning needs of the society, one cannot ignore the role of Lifelong Learning. Learning opportunities outside school - in our daily lives, in the family, in the community, at work etc. - greatly outnumber the opportunities offered in formal institutions. Lifelong Learning for all-from early childhood to our later years is now a major priority.

The WEF International Conference in Mumbai, India will focus on many ways in which lifelong education can contribute to continuing individual and global development. Papers, exhibitions, case studies and workshops are invited on any of the following:

- Early childhood, schools and universities as a preparation for continuous learning throughout life

- Integration of formal and non-formal education
- Learning for, at and through work
- Learning in the family and the community
- The role of voluntary groups and activities
- Breaking barriers between communities and groups
- The impact of Information and Communication Technology
- And other relevant themes

Through all of the above, the Conference will be seeking to set an agenda for the future based on greater understanding of how barriers to continuing learning for all might be diminished; how educational structures, processes, practices and values can promote individual growth and how global development, international co-operation and solidarity might be enhanced.

The Conference is open to Educators at all levels, Scientists, Policy Makers, Advisers, Administrators and NGOs, Industrialists, Publishers of educational materials, Students, and other interested individuals. For further details contact Mrs. Kallolini Hazarat, President, Gujarat Research Society, Dr. Madhuri Shah Campus, Ramkrishna Mission Marg, Khar (West), Mumbai 400 052, India. Tel: +91 (022) 6462691 - 6041031-6496162. Fax: +91-(022) 6047398-6041192. E-mail: [grs@bom5.vsnl.net.in](mailto:grs@bom5.vsnl.net.in). The Secretariat: Tel: +91(022) 6044641, 6041192. E-mail: [hjcollege@rediffmail.com](mailto:hjcollege@rediffmail.com); [jml@bom5.vsnl.net.in](mailto:jml@bom5.vsnl.net.in). Web site: [www.wefindia.org.in](http://www.wefindia.org.in)

## Intensive Course in Quality Control of Drugs

The philosophy of ensuring high quality of pharmaceutical products has been engrained in the regulatory system of each country. It applies both to the products manufactured within the country and imported from abroad. For carrying out an effective quality audit of the products, it is absolutely necessary that the regulatory staff involved in the exercise is updated with the latest information so as to perform its functions effectively and efficiently. The same is also true of persons responsible for quality assurance in industry.

*(Contd. on Page 20)*

## Commitment to Education: Public Spending

Sl. No.		Public education expenditure <sup>a</sup>			
		As % of GNP		As % of total government expenditure	
		1985-87 <sup>c</sup>	1995-97 <sup>c</sup>	1985-87 <sup>c</sup>	1995-97 <sup>c</sup>
1	Botswana	7.3	8.6	15.9	20.6
2	Myanmar <sup>d</sup>	1.9	1.2 <sup>e</sup>	..	14.4 <sup>f</sup>
3	Zimbabwe	7.7	7.1 <sup>g</sup>	15.0	..
4	Ghana	3.4	4.2	24.3	19.9
5	Cambodia	..	2.9	..	..
6	Vanuatu	7.4	4.8	24.6	18.8 <sup>h</sup>
7	Lesotho	4.1	8.4	13.4	..
8	Papua New Guinea	..	..	..	..
9	Kenya	7.1	6.5	14.8 <sup>h</sup>	16.7
10	Cameroon	2.8	..	16.4	16.9 <sup>h</sup>
11	Congo	4.9 <sup>h</sup>	6.1	9.8 <sup>h</sup>	14.7
12	Comoros	..	..	..	..
13	Pakistan	3.1	2.7	8.8	7.1
14	Sudan	..	1.4	..	..
15	Bhutan	3.7	4.1	..	7.0
16	Togo	4.9	4.5	19.7	24.6
17	Nepal	2.2	3.2	10.4	13.5
18	Lao People's Dem. Rep.	0.5	2.1	6.6	8.7
19	Yemen	..	7.0	..	21.6 <sup>h</sup>
20	Bangladesh <sup>i</sup>	1.4	2.2	9.9	13.8
21	Haiti	1.9	..	20.6	..
22	Madagascar	1.9 <sup>j</sup>	1.9	..	16.1 <sup>h</sup>
23	Nigeria <sup>k</sup>	1.7	0.7	12.0	11.5
24	Djibouti	..	..	..	..
25	Uganda	3.5 <sup>g,i</sup>	2.6	..	..

**Notes:** As a result of a number of limitations in the data, comparisons of education expenditure data over time and across countries should be made with caution.

(a) Data refer to total public expenditure on education, including current and capital expenditure.

(g) Data do not include expenditure on tertiary education (h) Data do not include expenditure on mid-

## Selected Countries–IV

Public education expenditure by level (as % of all levels) <sup>b</sup>					
Pre-primary and primary		Secondary		Tertiary	
1985-86 <sup>c</sup>	1995-97 <sup>c</sup>	1985-86 <sup>c</sup>	1995-97 <sup>c</sup>	1985-86 <sup>c</sup>	1995-97 <sup>c</sup>
36.3	..	40.7	..	17.2	..
..	47.7 <sup>g</sup>	..	40.3 <sup>g</sup>	..	11.7 <sup>g</sup>
..	51.7 <sup>g</sup>	..	26.4 <sup>g</sup>	..	17.3 <sup>g</sup>
24.5 <sup>g</sup>	..	29.5 <sup>g</sup>	..	12.5 <sup>g</sup>	..
..	..	..	..	..	..
..	..	..	..	..	..
39.1 <sup>g</sup>	41.2	32.7 <sup>g</sup>	29.2	22.3 <sup>g</sup>	28.7
..	..	..	..	..	..
59.9	..	17.7	..	12.4	..
..	..	72.6 <sup>h</sup>	86.8 <sup>h</sup>	27.4	13.2
30.0 <sup>g</sup>	50.4	35.6 <sup>g</sup>	11.6	34.4 <sup>g</sup>	28.0
..	36.6 <sup>i</sup>	..	35.1 <sup>i</sup>	..	17.2 <sup>i</sup>
36.0	51.8	33.3	27.9	18.2	13.0
..	..	..	..	..	..
..	44.0	..	35.6	..	20.4
34.0	45.9	29.1	26.9	22.8	24.7
35.7	45.1	19.9	19.0	33.4	19.0
..	48.3	..	30.7	..	7.4
..	..	..	..	..	..
46.1	44.8	34.7	43.8	10.4	7.9
51.0	..	18.1	..	10.8	..
42.3	30.0	26.5	33.4	27.2	21.1
..	..	..	..	..	..
..	..	..	..	..	..
44.5 <sup>g,i</sup>	..	33.4 <sup>g,i</sup>	..	13.2 <sup>g,i</sup>	..

level specialised colleges and technical school. (i) Data refer to the central government only.  
Columns compiled from 1-4 UNESCO 2000; columns 5-10 compiled from UNESCO 1999b.

SOURCE: Deepening Democracy in a Fragmented World, Human Development Report, 2002, UNDP,  
Oxford University Press, New York.

With its objective to impart continuous education programmes NIPER, the premier pharmaceutical institute in India is organising a three-week intensive course on Modern Analytical Techniques in Quality Control of Drugs and Pharmaceuticals from 1st September 2003 to 19th September 2003. Primary objective of the course is to provide an update on theoretical and practical aspects of key issues related to "quality" and its evaluation. Under the ITEC/SCAAP umbrella, it is fifth course in series of NIPER.

#### **Topics for Deliberations are :**

- Significance of Quality Control and Quality Assurance
- Regulatory Requirements of Pharmaceutical Quality Control: ICH, WHO, and other Guidelines.
- Good Laboratory Practices (GLP); issues such as Validation, Qualification, Standardisation, Calibration, Documentation, Safety etc.
- Product Quality Assessment Parameters: Physical and Chemical Properties of Drugs Important for Identification and Purity; Control Tests Prescribed by Pharmacopoeia (Indian, International and Others), Basic Tests prescribed by WHO for Pharmaceutical Substances and Dosage Forms; Non-pharmacopoeial Testing Encompassing Modern Analytical and Instrumental Techniques, Quality Control of Excipients.
- Fundamentals and Basic Principles, Instrumentation, Sample Handling, Pharmaceutical Applications, Recent Advances, Qualitative and Quantitative Analysis, Data Interpretation, and Hands-on Training in.
- Chromatography: TLC/HPTLC, Headspace GC, HPLC, Capillary Electrophoresis
- Spectroscopy: UV-Vis, Fluorescence, FT-IR/ATR, NMR, MS, LC-MS, GC-MS
- Miscellaneous: Thermal Techniques (DSC/TGA), Osmometry, Rheology, Moisture Determination, Autotitration, Particle Size Analysis, Polarimetry etc.
- References Standards and Impurity Profiling
- Herbal Drugs Standardisation
- Preventive Maintenance and Trouble Shooting of Analytical Instruments

The course is sponsored by the Government of India, Ministry of External Affairs (TC Division),

under the Indian Technical and Economic Cooperation (ITEC) Program and Special Commonwealth African Assistance Plan (SCAAP) Program. It is specifically designed for personnel from regulatory authorities and quality control laboratories in countries covered under these programmes.

Embassies/High Commissions in the respective countries act as co-ordinating agencies for ITEC/SCAAP courses, therefore all the communications need to be routed through them. The foreign trainees will be paid a living allowance by the Ministry of External Affairs to meet the expenditure on food and out of pocket expenses as per ITEC/SCAAP norms. The last date for receipt of nominations by the institute is July 31st, 2003. For further details one may contact respective Embassies/High Commissions or Mrs. S Sarkar, Registrar, National Institute of Pharmaceutical Education and Research (NIPER), Sector 67, S.A.S. Nagar 160 062, Punjab. Phone: +91-172-(214682-214687) Fax: +91-172-214692 E-mail: [mat@niper.ac.in](mailto:mat@niper.ac.in) Internet: <http://nipper.nic.in>

#### **New Paths in Higher Education**

"The onus for better quality in Higher Education lies on the shoulders of the teaching fraternity" - said Prof. P. S. Zacharias, Vice Chancellor of Goa University while inaugurating the three-day Conference on 'New Paths in Higher Education', organised by the Forum of Principals and Representatives of Management of Non-Government Colleges in Goa recently at St. Xavier's College Hall, Mapusa.

Prof. Zacharias appreciated the initiative taken in the direction of enhancing the quality of higher education in Goa by the forum of Principals. He also highlighted the achievements of Goa University and warned that increase in quantity could result in the decrease of quality. He mentioned, as important factors, quality of students, faculty and peripheral inputs such as the support system from government, society and media.

Delivering the keynote address, Prof. S. Sathikh, former Vice Chancellor of the University of Madras, emphasised that the progress of education in Goa depends mainly on the participants drawn from the teaching community, Principals, Management and Educationists. "If you cannot, nobody can", he added. He discussed higher



education for national and social relevance and stated that practice, participation and performance are the key ingredients for success. He encouraged the teaching community to be enthusiastic, creative and focused in their approach. "Learning and course content should be relevant to the needs of society and for this purpose teachers need to be flexible in their thinking", he added.

In his welcome address, Prof. Newman Fernandes, Chairman of the Forum of Principals, stressed on the urgent need for threading new paths in higher education in Goa so as to make our students and institutions capable of facing today's globalised world. "Gone are the days when Goa University was preparing students only for Goa; today our students need to be equipped with the best to take up an opportunity anywhere in the world", he added. According to him, we must be ready to face international institutions when they set up shop in Goa in 2005. For this purpose, we need to move out and adopt the credit system which will make our courses acceptable to them too.

Principal P.M. Bhende of G.V.M. College, Ponda proposed a vote of thanks. During the interactive session, many issues emerged for discussion such as College as a learning centre rather than teaching centre, correlation between quality and quantity, transfer of learning credits, global-national-local relevance, usefulness of life-skills, autonomous colleges and degree-awarding colleges, the type of feeder education that is needed, mismatch between reality and representation presented by the media, impact of the decisions of the state government on university system, role of parents and society, linkage between industry and academic institutions etc.

The semester system and credit system were discussed in the second session. Both these systems have enhanced the quality of higher education and they provide the ambience and scope for the weightage to be given to the subject. The former UGC Chairman, Dr. Hari Gautam, in his foreword for the latest UGC Curriculum, encouraged the tendency across the country to move from the annual to the semester system and from the award of marks to award of credits.

### **UGC Refresher Course in Physical Education**

The UGC Academic Staff College of LNIPE, Gwalior is organising a series of Refresher Courses in Physical Education for the Physical Education personnel serving in the College/Universities. Simultaneously it is organising the Orientation Courses for the newly appointed teachers, serving on permanent basis.

#### **Schedule for Orientation Programmes**

1. April 22, (Tue) 2003 to May 19, (Mon) 2003
2. June 19, (Thurs) 2003 to July 16, (Wed) 2003
3. Aug 26, (Tue) 2003 to Sept 22, (Mon) 2003
4. Nov 27, (Thurs) 2003 to Dec 24, (Wed) 2003
5. Jan 29, (Thurs) 2004 to Feb 25, (Wed) 2004

#### **Schedule for Refresher Courses**

1. May 22, (Thurs) to June 11, (Wed) 2003
2. July 21, (Mon) 2003 to Aug 10, (Sun) 2003
3. Oct 30, (Thurs) 2003 to Nov 19, (Wed) 2003
4. Jan 02, (Friday) 2004 to Jan 22 (Thurs) 2004
5. Mar 04, (Thurs) 2004 to Mar 24, (Wed) 2004

### **Seminar on Qualitative Trends in Teacher Preparation**

A two-day State Level Seminar on Qualitative Trends in Teacher Preparation was held recently at Sri Sarada College of Education, Salem. Dr. (Mrs.) M Sumathy, Principal of the College delivered the welcome address. The Seminar volume was released by Dr. K Kumaraswamy, Joint Director of Collegiate Education, Coimbatore Region, and received by Dr. V N Rajasekharan Pillai, Director, National Assessment and Accreditation Council (NAAC), Bangalore. Dr. K

Kumarasamy, presided over the function while Dr. V N Rajasekharan Pillai, inaugurated the Seminar and delivered the inaugural address.

A vote of thanks for inaugural session was proposed by Dr. V Usha Sri, Reader in Education, Sri Sarada College of Education.

The theme of the session was 'Teacher Education in Knowledge Society: Demands Before Us'. The Chairperson of the Session was Dr. Mamota Das, Professor and Head, Department of Education, Annamalai University, Chidambaram. Dr. C

Janakavalli, Reader in Education, SSCE, was the moderator. Mrs. T Nagavalli of SSCE, presented two papers on "Concept and Characteristics of Knowledge Society" and 'Student-Teacher Orientation about Knowledge Society'. A paper on 'Restructuring Teacher Education Curriculum for Knowledge Base: Identification of Relevant Areas' was presented by Dr. V Usha Sri of SSCE.

Dr. Mamota Das, gave her perception of knowledge society and the role of the teacher. The deliberation of Dr. P S Balasubramanian, on the nature of the knowledge made the concept clear to the participants.

In the Session on 'Pre-Service and In-Service Teacher Education' Dr. C Gurumurthy, Reader in Education, RIMSE, Mysore, was the Chairperson. Three papers on value-based education were presented by Mrs. N Vasuki of Avinashilingam Deemed University, Mrs. G Indra, DIET, Uthamacholapuram and Mrs. S Selvi, DIET, Uthamacholapuram respectively.

Dr. M Lakshmi, SSCE, presented the paper on 'Institution - Community Interaction'. 'Extension Program' was the theme of the paper presented by Mrs. S Santhi, SSCE. Dr. Gurumurthy spoke on the significance of value education. He described the programs followed at RIMSE dealing with Value Education, Institution Community interaction and the extension programme. Dr. P S Balasubramanian, Former Professor and Head, Department of Education, University of Madras, chaired the Session on NCTE in Quality Initiatives of Teacher Education. NCTE in Quality Initiatives of Teacher Education was the title of the paper by Ms. K S Vijayalakshmi, DIET, Uthamacholapuram. 'Role of NCTE in Ensuring Quality Teacher Education' was the title of the paper by Dr. P Krishnamall and Mrs. A Radhamani, DIET, Tirumurti Nagar. Mrs. R Vaijayanthi, Avinashilingam Deemed University presented her paper on 'NCTE Initiatives in Restructuring Teacher Education'. Mrs. P Rani Padmini, SSCE presented her paper on 'NCTE : Norms and Standards of Teacher Education Institutions: A Review'.

Dr. V Usha Sri presented a paper on 'Innovations and Research in Teacher Education'. Dr. Sudharsan, Reader in History, SRMV College of Education, Coimbatore, presented a paper 'Researches in Education - A Critical Analysis'. Prof. P S Balasubramanian, gave his remarks on each of the papers and observed that the NCTE has to give focus on quality improvement of teacher education and has

to encourage qualitative research. He concluded by saying that practitioner based inquiry will be more relevant to improve the quality of educational research.

Prof. S Purushothaman, Principal SNMV College, Coimbatore chaired the session. NAAC's Role in Assessment and Accreditation of Teacher Education Institutions. Benefits of Accreditation for Development were discussed in the papers of A. Noorjahan, Government College of Education, Kumarapalayam, Ms. H Shajahan Begum, Annammal College of Education, Tuticorin, Mrs. S. Paruvatham, SSCE, Ms. S Bhavani and Ms. Ajit Jaya, Annammal College of Education, Tuticorin. Need for Special Education to Cater to the Needs of Special Children was presented by Dr. C Janakavalli, SSCE. Role of NAAC in Assessment and Accreditation of Teacher Education Institutions in Catering to the Needs of Special Sections was presented by Mrs. Amsa Natarajan, Sri Sarada College of Physical Education, Salem. Prof. S Purushothaman, gave his comments on the sub-themes of the sessions and highlighted the role of NAAC in improving the quality of teacher education institutions.

The valedictory address was delivered by Dr. G Pankajam, Vice Chancellor, Gandhigram Rural Institute, Gandhigram. She highlighted the concept of quality teacher education. Summarising the latest demands before the education system, she contemplated upon the need for teacher accountability and service to the community. A vote of thanks was proposed by Mrs. T Nagavalli.

### **National Workshop on Sanskrit**

A four-day National Workshop on the 'Quality improvement in the teaching of Vyakarana (grammar) and Research in Sanskrit' sponsored by the Ministry of Human Resources Development was held recently at the Rashtriya Sanskrit Vidyapeetha (RSVP), Tirupati.

The objective behind the Workshop, organised under the aegis of the RSVP's Institute of Advanced Studies in Education (IASE) was to bring out an effective plan and methodology for the teaching of Sanskrit grammar and also to identify the thrust areas in different branches of sastras for research. The Vidyapeetha's Vice Chancellor, Dr. D Prahlada Char, presiding over the inaugural session said that the meet would formulate common guidelines to prepare pre-research synopsis and pre-submission synopsis for general educational and manuscript-based research. About 80 eminent

scholars from different branches of Sanskrit learning drawn from all over the country representing different universities attended the Workshop.

As many as 14 different topics such as - the place of Vyakarana in Sanskrit Curriculum at UG and PG levels, practical importance of Vyakarana teaching, curriculum design of vyakarana at various levels were discussed by the delegates and solutions offered during the first two days of the meet. The Workshop was inaugurated by Dr. R Vasudevann Potti, retired Professor, Government Sanskrit College, Thiruvnanthapuram while Dr. Saroja Bhate, Hon. Secretary, Bhandarkar Oriental Research Institute, Pune delivered the key-note address. Dr. Rajanikant Shukla, the Workshop co-ordinator gave welcome address.

### **National Symposium on Advances in Cognitive Sciences**

The National Symposium on 'Advances in Cognition: Emerging Themes in the Cognitive Sciences' was held recently at the Thapar Institute of Engineering & Technology, Patiala. The inaugural session was chaired by the Dr. S C Saxena, Director, TIET, Patiala and was inaugurated by eminent human rights and social activist and, thinker Hon'ble Swami Agnivesh. In his inaugural address Swami Agnivesh tried to address the question of caste, religion, and

democracy. He pointed out the unsustainability of the coexistence of democracy with scriptures, whether it is the Bible, Bhagavath Gita, Guru Granth Sahib, or Holy Quran. He championed the cause of compassion as a moral value which infact is disappearing in these times of consumerism and globalisation.

Dr. S C Saxena in his presidential remarks spoke on the fusion of ideas from diverse domains like Philosophy, Artificial Intelligence, Psychology, Neurology, etc. to emerge as the present day Cognitive Sciences. The Symposium was well attended by students and scholars actively involved in Cognitive Science research. More than three dozen papers were read and thoroughly discussed, teasing out the various implications of the current day Cognitive Science research both by theoretical and practical implications. The Symposium was sponsored by Department of Science & Technology and Indian Council of Social Science Research. The themes included - Eater and Meditative Systems and the Apprehension of the Gestalt; Language, Categorisation and Cognition; Cognitive and Neuropsychology of Vision; Time, Memory, and Cognition; Philosophy of Science and the problems of Consciousness; The Neuropsychology and Psychopathology of Cognition; Literate World: The Cognitive Consequences of Literacy; Art and the Structure of Imagination: Telling Stories of Self in Words; and Images and Moral Systems in Self and Society.

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## ***News from Abroad***

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### **UNIVERSIDAD 2004**

The Fourth International Conference on Higher Education "UNIVERSIDAD 2004" which will be held in Havana from 2-6 February 2004, takes place at a time when humanity is being influenced by the phenomenon of the globalisation, the knowledge society, the impact of information and communications technologies and the accelerated deterioration of the environment; which has a severe impact on the life of all society. In this light, Universities will have to assume a leading role in the sustainable development of our world.

The Conference whose motto is "the University for a better world", will be the appropriate forum to examine collectively, the necessary

transformations that are required in the task of the institutions of Higher Education, so that these assume a decisive role in the sustainable development of our countries. The Conference is intended for:

- Professors and students, college students and postsecondary students.
- Researchers in superior education.
- Directors of institutions of higher education.
- Civil employees of institutions, organisations and companies related to higher education.

In "UNIVERSITY 2004" the categories of the participants are: (i) Guest (ii) Delegate (iii) Student.

All will be able to participate in the scientific sessions and other activities of the Conference.

### **Themes of the Conference include:**

1. To better identify the main tendencies of development of the Superior Education for the sake of a better world.
2. To analyse experiences about the contribution from the universities to the solution of the social and economic problems that exist in communities and for sustainable development. To enrich the techniques of Higher Education and in its Didactics, with views to satisfy the present needs for training of educational professionals.
3. To promote the establishment of forms of international cooperation between institutions, organisations, organisations and universities, to improve the quality of Higher Education and to be able to enhance their contributions to the society.

The scientific program comprises-plenary sessions of specialised conferences by personalities of recognised international prestige, round tables and panels which will debate the central subjects of the Conference. In committees that will meet simultaneously, specific subjects will be treated, including special conferences, round tables, panels, oral presentations, static (poster) and dynamic (video) presentations. During the Conference, in addition, 6 scientific events will be held. Courses will be given by prestigious Cuban professors on diverse subjects in Higher Education. Also visits to interest centers will be organised and all activities will center on the theme of 'The University for a better world'.

The organisers of the Conference would like to encourage the presentation of works of scientific research, of development, application and also the concrete experiences of the professors and directors in their university and the projects and experiences of work in the communities. In addition, the Conference will include several topics covering central, specific and scientific subjects.

The languages of presentation of works will be Spanish, English and Portuguese. The simultaneous interpretation will be available in the plenary sessions. Translation from Spanish to English or vice versa will be offered in the rooms that ask for it.

The Registration fees will include :

Delegate .....	250 USD
Student .....	125 USD
Companion .....	100 USD

The pre-degree students must present/display an official letter of the University to certify their status. The participants will pay the registration fees prior to their arrival in the country of the seat of the Event.

The registration of delegates and students includes:

The module of accreditation (credentials, portfolio, block of notes, ball-point pen, electronic media with all the works of the Conference, scientific programs and information on the Conference), participation in the activities of the Conference (sessions of work, official activities of opening and closing, special conferences, associated exhibition, etc), specialised visits and certification of attendance and author in case of presenting/displaying work).

### **Associated Exhibition:**

The Exhibition will cover products and services of those companies related to higher education, provide opportunity to meet with new or well-known clients in the areas of the exhibition, to facilitate entry in new markets, and to present the latest advances in higher education.

Participating companies may include - scientific and academic companies, universities and organisations that commercialise equipment of laboratories, scholastic, educational materials of all types, didactic tools, reagents, glasswork, means, software, scholastic furniture and of laboratories for education, as well as scientific and technical products and literature, and results of investigations made in universities. The Conference would also include special visits in order to see the Cuban education system.

For sending papers and summaries, letter of request for acceptance and invitation, etc. contact directly - the Executive Secretariat of the Conference, Dr. Silvio Montalvo Martinez or Ing. Raul Nariño Rodriguez, Executive Secretary, Ministry of Higher Education, Street 23 no. 565, esq. F Havana, Cuba, 10400 CP Havana, Cuba. Telefax: (53)(7) 553477/ 552359 Email: ofieven@reduniv.edu.cu or univ2004@reduniv.edu.cu Website: <http://www.universidad2004.cu/>

For other information, it is possible to be contacted in the seat with: Lic. Mireya Mesa Tamargo Professional organiser of Congresses, Palace of Conventions of Havana, Post-office box 16046, Havana, Cuba Telephones: (53)(7) 287541/226011 to the 19, ext. 1507. □

# THESES OF THE MONTH

## A list of doctoral theses accepted by Indian Universities (Notifications received during January-February 2003)

### AGRICULTURAL & VETERINARY SCIENCES

#### Agronomy

1. Sarvesh Kumar. **Studies on post harvest handling of pointed gourd (*Trichosanthes dioica* Roxb).** (Dr R C Jaiswal), Department of Vegetable Science, Narendra Deva University of Agriculture and Technology, Faizabad.

#### Entomology

1. Ram Surat. **Status of *helicoverpa armigera* (Hubner) as a pest of pigeon pea (*Cajanus cajan* (L.) (Millsp) in Eastern Uttar Pradesh.** (Dr S Ali), Department of Entomology, Narendra Dev University of Agriculture and Technology, Faizabad.

#### Extension Education

1. Wankhade, Pushkar Pandurang. **Role performance and training needs of agriculture assistants in one window approach of farm technology transfer.** (Dr R S Bhople), Department of Extension Education, Dr Panjabrao Deshmukh Krishi Vidyapeeth, Akola.

#### Food Technology

1. Sethi, Shruti. **To study the effect of thickeners and other ingredients on quality and shelf life of gravy bases.** Department of Food Technology, Punjab Agricultural University, Ludhiana.

#### Forestry

1. Gupta, Rajesh Kumar. **Studies on biofertilizers (VAM and RHIZOBIUM) in *dalbergia sissoo*.** (Dr Jamaluddin), Department of Forestry, Guru Ghasidas University, Bilaspur.

2. Tribhuwan Singh. **Biological control of some selected root diseases through soil amendments in forest nurseries.** (Dr N K S Harsh), Department of Forestry, Guru Ghasidas University, Bilaspur.

#### Pomology

1. Naresh Kumar. **Effect of supplemental application of nitrogen on fruit set, yield and quality of semi soft pear cv Punjab beauty.** Department of Pomology, Punjab Agricultural University, Ludhiana.

### BIOLOGICAL SCIENCES

#### Biotechnology

1. Sarma, Dhiren. **Studies on in vitro conservation and genetic transformation of some medicinal plants having anti hypertension, anti malarial and anti HIV properties.** (Dr S Sarma and Dr A Baruah), Department of Biotechnology, Gauhati University, Guwahati.

#### Botany

1. Bujarbarua, Pranab. **An ecological study of Gibbon Wildlife Sanctuary, Jorhat, Assam, India.** (Dr S K Sarma), Department of Botany, Gauhati University, Guwahati.

2. Chandra, Indrani. **Tissue culture and cytology of *Coccinia grandis* (L) Voigt and *Flacourtia jangomas* (Lour) raeusch.** (Prof Prodyot Bhanja), Department of Botany, University of Burdwan, Burdwan.

3. Dutta, Amal Chandra. **The ethnobotany of the Deoris of Assam.** (Dr S K Borthakur), Department of Botany, Gauhati University, Guwahati.

4. Kumar Ashoke. **Histochemical and biochemical studies on the development of anther, pollen, grains and female gametophyte of *impomoea carnea* jacq. (*Fistulosa*).** (Dr R K Jain), Department of Botany, Barkatullah Vishwavidyalaya, Bhopal.

5. Medda, Rathindra Nath. **Studies on nutritional requirements for the cultivation of edible mushrooms and the associated yields.** (Dr Narayan Ch Chatterjee), Department of Botany, University of Burdwan, Burdwan.

6. Nath, Khagendra Kumar. **Medico ethnobotany of Darrang District, Assam.** (Dr S K Borthakur), Department of Botany, Gauhati University, Guwahati.

7. Palowary, Reetoparna. **Studies on the physiology of stress on growth and development of rice.** (Prof C M Sarma), Department of Botany, Gauhati University, Guwahati.

8. Saharia, Siba. **Certain aspects of growth, biochemistry and cytology of some species of *trentepohlia maritima*.** (Dr S P Borah and Dr B C Goswami), Department of Botany, Gauhati University, Guwahati.

#### Limnology

1. Tiwari, Virendra Kumar. **Studies on the morphometry of *Rita pavimentata* (Gunther) of River Narmada with special reference to the growth and maturation.** (Dr T A Qureshi), Department of Limnology, Barkatullah Vishwavidyalaya, Bhopal.

2. Upadhyaya, Satyendra Kumar. **Studies on hatchery seed production of giant freshwater prawn (*Macrobrachium rosenbergii*, de Man) through recirculation of natural sea water and culture possibilities in inland states with special reference to Chhattisgarh Region of Madhya Pradesh.** (Dr P Shrivastava and Dr A Swarup), Department of Limnology, Barkatullah Vishwavidyalaya, Bhopal.

#### Microbiology

1. Ashok Kumar. **Superficial versus disseminated staphylococcus aureus infections: Molecular fingerprinting of clinical isolates and immunoblot characterisation of host humoral immune response.** Department of Microbiology, Postgraduate Institute of Medical Education and Research, Chandigarh.

2. Bhagwat, Sachin Subhash. **Studies on pharmacodynamic efficacy determinants of quinolone antibacterials.** (Dr P S Bisen), Department of Microbiology, Barkatullah Vishwavidyalaya, Bhopal.

3. Bhargava, Santosh. **Genetic and molecular basis of salinity tolerance in diazotrophic heterocystous cyanobacterium *nostoc muscorum*.** (Prof H N Singh and Dr P S Bisen), Department of Microbiology, Barkatullah Vishwavidyalaya, Bhopal.

4. Kalia, Anu. **Interaction of azorhizobia with *oryza sativa*.** Department of Microbiology, Punjab Agricultural University, Ludhiana.

#### Zoology

1. Bhattacharyya, Bipasa. **Studies of collembola from some agricultural fields and waste disposal sites of West Bengal with special reference to their microbial association.** (Dr A K Hazra and Dr Subrata Roy), Department of Zoology, University of Burdwan, Burdwan.

2. Borale, Rajendra Prabhakar. **Effect of pyrethroid, cypermethrin on some physiological aspects of a freshwater snail, *lymnaea acuminata*.** (Dr A B Kulkarni), Department of Zoology, Dr Babasaheb Ambedkar Marathwada University, Aurangabad.

3. Chattopadhyay, Amales. **Interference to the glycogen deposition in some tissues of a few species of common teleosts due to helminthoses.** (Dr Giridhary Majumdar), Department of Zoology, University of Burdwan, Burdwan.

4. Kamthan, Richa. **Genotoxic evaluation of pesticide residues and some heavy metals in the air breathing fishes of Genus *Channa*.** (Prof Sant Prakash), Department of Zoology, Dayalbagh Educational Institute, Agra.

5. Lyndom, Larisha M. **A study on the status of hookworm infections in human populations in Meghalaya, India.** (Prof V Tandon), Department of Zoology, North Eastern Hill University, Shillong.

6. Maitra, Basuli. **Cytotaxonomic categorisation of a few species of chironomus mienigen and kiefferulus goetghelouer (Diptera: Chironomidae).** (Dr Prasanta Kumar Choudhary and Dr T Midya), Department of Zoology, University of Burdwan, Burdwan.

7. Mohanty, Suman Sundar. **Study on the microbial control of mosquito larvae with special reference to its microenvironment.** (Dr Soam Prakash), Department of Zoology, Dayalbagh Educational Institute, Agra.

8. Mondal, Dipak Kumar. **Effects of artificial food on the gonadal maturation in Labeo bata (Hamilton) and Puntius javanicus (Bleeker).** (Dr Padmanabha Chakraborty), Department of Zoology, University of Burdwan, Burdwan.

9. Sarmah, Sushil Kumar. **Studies on some freshwater ornamental fishes of North Eastern India.** (Prof S C Dey), Department of Zoology, Gauhati University, Guwahati.

10. Sharma Rawat, Preeti. **Studies on bioefficacy of certain phytoextracts with reference to mosquito (Anopheles and Culex sp) larvae.** (Dr C N Srivastava and Prof K K Dua), Department of Zoology, Dayalbagh Educational Institute, Agra.

11. Sinha, Tribhuvan Kumar. **Variation in the infestation of tomato (Lycopersicon esculentum Mill.) brinjal (Solanum melongena L.) and cowpea (Vigna sinensis Savi) to root knot nematode Meloidogyne incognita and its management.** (Dr Manik Chand Mukhopadhyay), Department of Zoology, University of Burdwan, Burdwan.

12. Vinayaka Rao, A. **Structures on fish and fishery of Thandava Reservoir, Andhra Pradesh, India.** (Prof D E Babu), Department of Zoology, Andhra University, Waltair.

## EARTH SYSTEM SCIENCES

### Environmental Science

1. Devchoudhury, Amarendra Ballav. **Ambient air quality at Guwahati: A case study.** (Prof K G Bhattacharyya), Department of Environmental Science, Gauhati University, Guwahati.

2. Kalla, Alok. **Effect of supplementary feeding in some teleosts on growth, digestibility and water quality parameters under intensive fish culture system.** (Prof C P Kaushik), Department of Environmental Science, Guru Jambheshwar University, Hisar.

3. Sajeer, T V. **Spatial dynamics of teak defoliator (Hyblaea puera Cramer) outbreaks patterns and causes.** (Dr K S S Nair), Department of Environmental Science, Cochin University of Science and Technology, Kochi.

### Geology

1. Batabyal, Asit Kumar. **Studies on lower tertiary lignite deposits in and around Panagarh, Western margin of Bengal Basin, West Bengal, India.** (Prof S B Battacharya and Dr A K Mukhopadhyaya), Department of Geology, University of Burdwan, Burdwan.

2. Ramakrishna, B. **Minerology and geochemistry of khondalite to bauxite to alumina and red mud with special reference to waste management at Damanjodi, Orissa, India.** (Dr K Viswanath and Dr G Satyanarayana), Department of Geology, Andhra University, Waltair.

3. Sarmah, Bhaskar Bikash. **Petrology and geochemistry of the precambrian rocks around Ajarh Hills, Agia, Goalpara District, Assam.** (Dr A C Mazumdar and Dr P K Choudhury), Department of Geology, Gauhati University, Guwahati.

## ENGINEERING SCIENCES

### Civil Engineering

1. Panduranga Rao, B. **Generation of pin joined plane structures.** (Prof T Venkateswarlu and Prof A C Rao), Department of Civil Engineering, Andhra University, Waltair.

2. Sanjeev, N. **Structural appraisal of reinforced concrete members with high volume flyash concrete.** (Dr D L Narasimha Rao and Dr D S R Murty), Department of Civil Engineering, Andhra University, Waltair.

### Mechanical Engineering

1. Mukherjee, Sudip. **Analysis and control of a flexible robot manipulator.** (Dr S N Sengupta and Dr M C Majumdar), Department of Mechanical Engineering, University of Burdwan, Burdwan.

### Polymer Science

1. Sulekha, P B. **Synthesis characterisation and uses of polymer bound antioxidants.** (Dr Rani Joseph), Department of Polymer Science, Cochin University of Science and Technology, Kochi.

## MATHEMATICAL SCIENCES

### Mathematics

1. Kalita, Bichitra. **Some investigations on graph theory.** (Dr B C Kalita and Dr H K Baruah), Department of Mathematics, Gauhati University, Guwahati.

2. Rajkhowa, Pranjal. **Partition identities Rogers Rammanujan: New identities.** (Dr B C Kalita and Dr A K Agarwal), Department of Mathematics, Gauhati University, Guwahati.

3. Saini, Sanjay. **Dynamics of one prey and two interacting predators population.** (Prof A K Sinha), Department of Mathematics, Dayalbagh Educational Institute, Agra.

4. Sankar, M. **Natural convection problems in cylindrical enclosures.** (Dr Venkatachalappa M), Department of Mathematics, Bangalore University, Bangalore.

### Statistics

1. Deka, Arnal Kumar. **A statistical study of socio demographic profile of elderly population in Assam.** (Prof D C Nath), Department of Statistics, Gauhati University, Guwahati.

2. Gopinath, Y. **Some inventory models for deteriorating items with additive exponential life time.** (Dr K Srinivasa Rao), Department of Statistics, Andhra University, Waltair.

3. Kawale, Sunil Vishwanathrao. **Study on inventory models for perishable items.** (Dr V H Bajaj), Department of Statistics, Dr Babasaheb Ambedkar Marathwada University, Aurangabad.

## PHYSICAL SCIENCES

### Biochemistry

1. Kewat, Raj Narayan. **Biochemical studies on triple low contents and fatty acid composition in new varieties/strains of Indian mustard {Brassica juncea (L.) Czern. and Coss}.** (Dr A B Abidi), Department of Biochemistry, Narendra Deva University of Agriculture and Technology, Faizabad.

### Chemistry

1. Anil Kumar. **Effects of substituents on the ligational behaviour of some Schiff base ligands.** (Dr H C Rai), Department of Chemistry, Bhupendra Narayan Mandal University, Madhupura.

2. Dubey, Sonu. **Study of 1st and 11nd group basic radicals precipitation under the effect of high power ultrasound.** (Dr Pankaj), Department of Chemistry, Dayalbagh Educational Institute, Agra.

3. Jadhav, Sanjay Pralhadrao. **Studies on cubic structured oxides synthesized via chemical routes.** (Dr N D Shinde), Department of Chemistry, Dr Babasaheb Ambedkar Marathwada University, Aurangabad.

4. Kansal, Deepika. **Molecular designing of novel conducting polymers with low band gaps.** (Dr A K Bakshi), Department of Chemistry, Panjab University, Chandigarh.

5. Mallick, Tapan Kumar. **Ligand complexes of ruthenium and osmium-bound 2-(Arylazo) pyridines: Synthesis, spectra and electrochemistry.** (Dr Barindra Ghosh), Department of Chemistry, University of Burdwan, Burdwan.



6. Mishra, Bijay Kumar. **Organised assemblies of amphiphiles: Studies on structure physico-chemical characteristics and catalytic behaviour.** (Prof G B Behera), Department of Chemistry, Sambalpur University, Jyoti Vihar, Burla.

7. Neog, Jyotimoni. **Studies on the synthesis and reactivity of some amino acid derivatives.** (Dr P J Das), Department of Chemistry, Gauhati University, Guwahati.

8. Pandey, Anish Chandra. **Air pollution climatology of some industrial areas of Madhya Pradesh.** (Dr R R Das and Prof B P Murti), Department of Chemistry, Jiwaji University, Gwalior.

9. Pandey, Subash Chand. **Hydro chemical monitoring and surveillance of toxic pollutants in drinking water quality of Berasia, District Bhopal with special reference to heavy metals contamination.** (Dr Praveen Jain), Department of Chemistry, Barkatullah Vishwavidyalaya, Bhopal.

10. Parmar, Ravindra Singh. **A study on the Chemistry of fog and dew in Agra.** (Prof Satya Prakash), Department of Chemistry, Dayalbagh Educational Institute, Agra.

11. Patil, Devidas Dagadu. **Studies on metal complexes of various substituted acrylophenones.** (Dr Y H Deshpande), Department of Chemistry, Dr Babasaheb Ambedkar Marathwada University, Aurangabad.

12. Radha Krishna, T. **New HPLC methods for quality control of selected pharmacodynamic agents and their assay by derivative U V spectrophotometry.** (Prof A Satyanarayana), Department of Chemistry, Andhra University, Waltair.

13. Ranjit Kumar. **Atmospheric dry deposition on natural surfaces.** (Prof S S Srivastava), Department of Chemistry, Dayalbagh Educational Institute, Agra.

14. Roy, Ramkrishna. **Synthesis characterisation and reaction of some azo palladium complexes.** (Dr Chittaranjan Sinha), Department of Chemistry, University of Burdwan, Burdwan.

15. Roy, Indibranjana. **Kinetic and spectroscopic studies on**

**some organic reactions involving charge transfer intermediates.** (Dr Bejoy Kumar and Dr Ashok Kumar Mukherjee), Department of Chemistry, University of Burdwan, Burdwan.

16. Telang, Tulika. **Oxidation studies of essential oil of chloroxylon swietenia Roxb corom.** (Dr V K Oswal), Department of Chemistry, Barkatullah Vishwavidyalaya, Bhopal.

#### Photonics

1. Kurian, Achamma. **Characterisation of photonic materials using thermal lens technique.** (Dr V P N Nampoori), Department of Photonics, Cochin University of Science and Technology, Kochi.

#### Physics

1. Arjun Kumar. **Study of quantum correlations in optics.** (Dr B N Yadav), Department of Physics, Bhupendra Narayan Mandal University, Madhipura.

2. Das, Sarbananda. **Fission track ages and uranium concentration of the precambrian granitic rocks of the West Khasi Hills District of Meghalaya.** (Dr T D Goswami and Dr C C Bhattacharjee), Department of Physics, Gauhati University, Guwahati.

3. Galgale, Jyotsna. **Elastic and phonon softening in orientationally disordered materials.** (Dr N K Gour), Department of Physics, Barkatullah Vishwavidyalaya, Bhopal.

4. Ila. **Study of geometrical theory of diffraction and moment method and their combined techniques.** (Dr R K P Yadav), Department of Physics, Bhupendra Narayan Mandal University, Madhipura.

5. Philip, Ninan Sajith. **Studies in artificial neural network modelling.** (Dr K Babu Joseph), Department of Physics, Cochin University of Science and Technology, Kochi.

6. Soami Daya, K. **Microwave studies of HTS Dielectric resonators and their application towards stable frequency reference.** (Prof V G Das), Department of Physics, Dayalbagh Educational Institute, Agra.

## PANJAB UNIVERSITY, CHANDIGARH

Advertisement No. 5/2003

Applications are invited for the following posts in the UGC grades, so as to reach the Deputy Registrar(Estt.), Panjab University, Chandigarh by 06.06.2003.

#### I. PROFESSORS in the following Departments/Centres:

University Centre for Instrumentation and Microelectronics (Microelectronics)-1; University Institute of Engineering and Technology-4 (Bharti Chair Professor in Telecommunication-1, Software Engineering-1, Biotechnology-1, Microelectronics-1); P.U. Regional Centre, Muktsar(Laws)-1

#### II. READERS in the following Departments/Centres:

Geology (Economic Geology-Metallic Minerals)-1; Mathematics-1; Fine Arts (History of Art)-1; Music (Vocal Hindustani Music)-1; University Institute of Engineering and Technology-4 (Biotechnology-1, Telecommunication and Information Technology-1, Microelectronics-1, Software Engineering-1); National Centre for Human Genome Studies & Research-1

#### III. LECTURERS in the following Departments/Centres:

Mathematics-1; Statistics (SC)-1; University Institute of Pharmaceutical Sciences (Pharmaceutical Chemistry)-1 (ST); Chemical Engineering & Technology-2 (SC) (Physical Chemistry-1, Electrical Engineering-1); Laws-1 (ST); Evening Studies (Commerce)-1; P.U. Regional Centre, Ludhiana (Laws)-3

1. 3% posts of lecturers will be reserved for persons with disabilities i.e. Locomotor disability and blindness as per Disability Act (1995)

2. Candidates for the post of Reader in History of Art in the Department of Fine Arts who have applied in response to Advertisement No. 11/2002 need not apply again. Their old application will be considered.

3. The Vice-Chancellor could place before the Selection Committee names of suitable persons for its consideration along with applications received in response to the advertisement

Cost of application form including fee is Rs. 375/- for General category and Rs. 150/- for SC/ST candidates.

Application form along with 'Detailed Instructions' can be had either personally from S.B.I. Cash Counter, Panjab University, Chandigarh, or by post from Deputy Registrar(Establishment) by sending a self-addressed stamped worth (Rs. 15/-) envelope of 30cm X 12cm alongwith requisite fee through Bank Draft favouring Registrar, Panjab University, Chandigarh payable at Chandigarh. The candidates living abroad may apply on plain paper with ten copies of full bio-data, a set of copies of testimonials, requisite fee and four sets of reprints of three major publications/books for the posts of Professor and Reader. Please see the detailed instructions. Application form and Detailed Instructions are also available on Website: forms.puchd.ac.in



ESTD - 1986

## GOUTHAM COLLEGE OF NURSING

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## WANTED

**Applications are invited for the following posts :**

1. **Principal:** Any speciality. M.Sc. (N) / Ph.D.  
With 03 to 10 years experience (Teaching & administrative)

2. **Professors :** Medical Surgical Nursing, O.B.G.  
Psychiatry, Paediatrics & Community Health Nursing.

3. **Associate & Assistant Professors :**  
Medical Surgical Nursing, O.B.G. Psychiatry,  
Paediatrics & Community Health Nursing.

4. **Lecturers :** Medical Surgical Nursing, O.B.G.  
Psychiatry, Paediatrics & Community Health Nursing.  
Qualification: M.Sc. (N) in respective speciality.

5. **Asst. Lecturers :** Qualification: B.Sc. (N) with or  
with out experience.

**SALARY :** Negotiable, Preference will be given to  
experienced candidates. Retired people with good health  
may also apply. (Age should not attain 65 years)

#### Note :

1. Salary in commensurate with the qualification and experience.
2. Application should be sent on plain paper giving complete bio-data and all necessary certificates within 15 days of this publication of this notice.
3. Interested candidates may walk in the office of the Secretary for personal interaction.

**Administrative Officer**



# INDIAN VETERINARY RESEARCH INSTITUTE



(Deemed University)  
Izatnagar, Bareilly - 243 122 ( U.P.)

## ADMISSION NOTICE SESSION : 2003-2004

A competitive written examination on all India basis for admission to the Ph.D. Programme in the following disciplines will be held at three centres of the country i.e. Izatnagar (U.P.), Bangalore (Karnataka) and Kolkata (W.B.) on **29th July, 2003**. The candidates who qualify the written examination will have to appear in an interview which will be held on **16th August, 2003 at I.V.R.I., Izatnagar only**. Sponsored candidates are exempted from written examination.

### DISCIPLINES:

- |                                      |                                    |                         |
|--------------------------------------|------------------------------------|-------------------------|
| 1. Animal Biochemistry               | 8. Livestock Products Technology   | 15. Vety. Pathology     |
| 2. Animal Biotechnology              | 9. Poultry Science                 | 16. Vety. Pharmacology  |
| 3. Animal Genetics & Breeding        | 10. Vety. Bacteriology             | 17. Vety. Medicine      |
| 4. Animal Nutrition                  | 11. Vety. Extension Education      | 18. Vety. Public Health |
| 5. Animal Physiology                 | 12. Vety. Immunology               | 19. Vety. Surgery       |
| 6. Avian Diseases                    | 13. Vety. Gynaecology & Obstetrics | 20. Vety. Virology      |
| 7. Livestock Production & Management | 14. Vety. Parasitology             |                         |

### ELIGIBILITY :

- At least 60% marks in aggregate or OGPA 7.00/10.00 or equivalent (55% marks or OGPA 6.45/10.00 or equivalent for S.C. S.T. candidates) in the degree of Master of Veterinary Science in the concerned discipline
- A good knowledge of English language.
- Minimum age limit 21 years as on August 31, 2003.

**HOW TO APPLY :** Information Bulletin 2003-2004 along with application form can be had personally from the University Office of the Institute on cash payment of Rs.200/- or through post by sending requisition to the Asstt. Adm. Officer (Academic), I.V.R.I., Izatnagar-243 122 (U.P.) along with a crossed bank draft of Rs.250/- drawn in favour of I.C.A.R., Unit IVRI, Izatnagar payable at State Bank of India, ICAR Branch (Code No.7027), Bareilly (U.P.), accompanied by a self addressed unstamped envelope measuring 28 x 20 cm.

### Important dates :

1.	Sale of application forms	15th May to 09th June, 2003 (by post) 15th May to 16th June, 2003 (at counter)
2.	Last date for receipt of application forms duly filled in either by post or at counter	23rd June, 2003 (upto 05.00 P.M.)
3.	Entrance Test (for Ph.D.)	29th July, 2003
4.	Interview	16th August, 2003
5.	Commencement of Academic Session	1st September, 2003

### Note:

- The candidates who have appeared at the Master's degree examination in the year 2003 are also eligible to apply provisionally for admission but they will have to submit documentary evidence of their eligibility at the time of interview.
- 15% and 7.5% seats are reserved for S.C. and S.T. candidates respectively, subject to their being otherwise eligible.
- There is a provision of payment of IVRI Scholarship to the selected candidates for Ph.D. degree programme @ Rs.4,400/- p.m. for three years which is extendable for a period of six months more.
- Postal delay in any matter concerning admission will not be the responsibility of the Institute.
- For further and specific details, candidates may refer Information Bulletin (2003-2004).

### IMPORTANT NOTE:

Admission to M.V.Sc. programmes at IVRI will be made through combined examination for the award of ICAR Junior Research Fellowship and admission to Master's degree programmes at IARI, IVRI and State Agricultural Universities which is conducted by the ICAR. However, the candidates who are sponsored by their Departments for M.V.Sc. can also apply in response to this Admission Notice.

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Consolidated salary will be NRs. 70,000/- (approx. US\$ 900)/ month (taxable). Only short listed candidates will be invited for interview. KU is an equal opportunity organization.

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#### Forward application/For Details:

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P. O. Box 6250, Kathmandu, Nepal.  
Phone: 00-977-11-661511/661399 Fax: 00-977-11-661443  
Email: [pushpa@ku.edu.np](mailto:pushpa@ku.edu.np) / [sanjay@ku.edu.np](mailto:sanjay@ku.edu.np)  
Website: [www.ku.edu.np/dobes/vacancy.htm](http://www.ku.edu.np/dobes/vacancy.htm)



## MAHARASHTRA ANIMAL AND FISHERY SCIENCES UNIVERSITY

HIGH LAND DRIVE, SEMINARY  
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Tel. No. (O) 0712 - 2511273 (F) 0712 - 2511283

#### Ph.D. Admission Notification

Applications are invited from the candidates holding M.V.Sc. of equivalent degree for admission to three years Ph.D. (Veterinary Science) course for the academic session 2003-04 at different constituent colleges under this University. The application form can be obtained from the office of Registrar, Maharashtra Animal & Fishery Sciences University, Nagpur-06 on payment of Rs.500/- in cash or by sending account payee Demand Draft in favour "Comptroller, Maharashtra Animal & Fishery Sciences University, Nagpur - 400 006", payable at Nagpur only along with self addressed envelope of 12" x 16" size affixed with postage stamp of Rs.75/-. The application form will be available from 20/5/2003 to 4/6/2003. The last date for receiving duly filled application is 4/6/2003. Details are given in prospectus.

Date: 7/5/2003  
Place: NAGPUR

REGISTRAR  
Maharashtra Animal &  
Fishery Sciences University  
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## Tapovan Sanskar Kendra SATYAM COLLEGE OF EDUCATION

Self-financed Women's B. Ed. College

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- (1) **Principal:** Academic & Professional Qualification will be as prescribed for the post of Lecturer. 10 years experience of which at least 5 years should be in a Secondary Teacher Education Institution
- (2) **Lecturer:** Good academic record MA/M.Sc. M.Com., M.Ed, with 55% marks.
- (3) **Librarian:** Good academic record. M.Lib/ M.L.I.Sc. with 55% marks.
- (4) **Computer Teacher:** Good academic record E.Sc. Computer Science
- (5) **Acct./Clerk:** Graduate. Computer knowledge is necessary.

For Sr. no. 1, 2 & 3 NET/SLET cleared candidates will be given priority.

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PRESIDENT



# NORTH EASTERN REGIONAL INSTITUTE OF WATER AND LAND MANAGEMENT

Dolabari, P.O. Kaliabhomora, Tezpur - 784 027

## ADVERTISEMENT 2/2K3

Applications are invited from the Indian citizens for the following posts to be filled up either on deputation / lien or on contract basis for a period of two / three years. In the case of deputation / lien, Govt. of India rules which are in vogue at the institute will apply. **The application in prescribed format (to be obtained either from the earlier Advertisement published in the Employment News, 12-18 April, 2003 or from this office on request by FAX or by post) along with copies of all certificates (Matriculation onwards) should be sent so as to reach the undersigned on or before 15.06.2003. The *Employees working in Govt. /Semi-Govt. /Quasi-Govt. should send their application through proper channel.* The candidates may have to give undertaking to take up studies anywhere in the NE region. Scale is applicable for recruitment on deputation or lien / contract basis. The candidates who have applied in response to the earlier advertisement No. 1/2K3 dtd. 17.03.2003 need not apply.**

### 1. PROFESSOR : (Social Science): One post (Deputation / Lien / Contract)

Scale of pay : Rs. 16,400-450-22400 per month plus other allowances as applicable.

**EQ :** 1<sup>st</sup> class in Bachelor and Master Degree in the Social Science with Ph.D. Degree in the relevant field. The candidate should have minimum experience of 15 years of which minimum 5 years should be at the level of Joint Director / Associate Professor / Senior Scientist at the level of Scientist 'F' with published work of high standard.

**DQ :** Experience on course curriculum preparation, conducting scientific studies, knowledge of computer application in the related field, R&D works, consultancy services.

**JR :** Teaching of Social Science and other allied subjects including that of land and water management. Prepare course material including Audio/Visuals in the related subjects, conduct and guide laboratory/field research and consultancy projects including administrative matters as may be assigned by the Director, NERIWALM.

**Note: 1)** For appointment on contract basis, fixed emoluments will be provided as recommended by the Selection Committee based on experience, qualification and merit and approved by competent authority.

**2)** Retired persons with above qualifications may also apply for appointment on contract basis as per GOI rules.

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Scale of pay: Rs. 10,000-325-15,200 per month plus other allowances as applicable.

**EQ:** 1<sup>st</sup> class Bachelor's degree in Civil Engineering or equivalent with at least 10-years experience or 1<sup>st</sup> class Master Degree in Civil Engineering with 8 years experience in a government department/public sector undertaking, with about 5 years experience in the sub-divisional level in the capacity of Assistant Executive Engineer or its equivalent.

**DQ :** Experience in controlling the establishment independently and management of manpower/assets.

**JR :** He shall deal with all works related to Administrative, Management Council/Governing Council of the institute, correspondence on establishment matters, reimbursement of claims for various agencies etc. He will be assisted by Accounts Branch, Store in charge, establishment and other Staff as determined by the authority from time to time. He shall apply his administrative control for proper utilisation of the manpower and the assets of the institute as per rules under the direction of the Director.

Deputy Director I/c



# INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH

(Ministry of Human Resource Development)

## AWARD OF FELLOWSHIPS

The Indian Council of Social Science Research, an autonomous organisation under the Ministry of Human Resource Development, invites research proposals for award of fellowships in Social Sciences for the year 2003-2004 under the following categories;

### SENIOR FELLOWSHIPS

These fellowships are awarded for supporting research of individual social scientists in the field of his or her own interest.

#### Eligibility

1. Indian Social Scientists having significant publications including books and/or papers in professional journals to their credit are eligible.
2. Besides, civil servants, journalists, social workers, known for their academic interests with record of publications may also be considered.
3. Employed, unemployed and superannuated scholars are eligible subject to an age limit of 65 years.
4. Social Scientists from neighbouring countries who would like to come to India for full time research may also be considered.

#### Value & Duration

Status of Scholar	Amount	Contingency Grant
Unemployed/ Retired	Rs. 8000/month	Rs. 36000 p.a.
Employed	Pay will be protected	Rs. 36000 p.a.

Maximum duration – Two years.

### GENERAL FELLOWSHIPS

These fellowships are meant for young social scientists who have shown significant promise and competence for research work and desire to work on approved research themes at institutions of excellence under the guidance of senior social scientists.

#### Eligibility

1. Ph.D. degree from a recognised university or equivalent research work of merit.
2. Superannuated and retired scholars are not eligible.
3. Employed and unemployed scholars are eligible subject to an age limit of 45 years.

#### Value & Duration

Status of Scholar	Amount	Contingency Grant
Unemployed	Rs. 6000/month	Rs. 12000 p.a.
Employed	Pay will be protected	Rs. 12000 p.a.

Maximum duration – Two years.

### APPLICATION PROCEDURE

1. A scholar may apply for either of the research fellowships noted above provided he/she fulfils the prescribed requirements.
2. Application may be submitted on a plain paper enclosed with detailed research proposal (not exceeding 5000 words) and curriculum vitae in quadruplicate.
3. The proposal details should include: (i) Title of the proposal (ii) Statement of the Problem; (iii) Overview of Literature; (iv) Conceptual Framework; (v) Research Questions or Hypotheses; (vi) Coverage of the study; (vii) Sources of Data Collection; and (viii) Methods of Data Processing.

The request complete in all respects may be sent to:

**R. R. Prasad**  
**Director (Research Fellowships)**  
**Indian Council of Social Science Research**  
**Aruna Asaf Ali Marg, New Delhi-110 067**

#### Last Date

Application should be sent within 30 days from the release of this advertisement. Applications received after due date will not be considered.

#### General Conditions

Employed scholars are required to provide full details of their employment including pay scale, total pay, date of next increment and the name of the present employer/institution. The application should be submitted through the institution where he/she is working. Every selected fellow shall affiliate himself/herself to an academic institution (with the approval of the ICSSR) through which the fellowship amount shall be disbursed. The scholar will be required to work on the fellowship proposal on a whole time basis and will not undertake any other assignment during the period of fellowship without the prior permission of the ICSSR.

Please see guidelines for formulation of research fellowship proposal, format for biodata and other details at our Website: [www.icssr.org](http://www.icssr.org)



# INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH

(Ministry of Human Resource Development)

## ENTRIES FOR RESEARCH PROPOSALS

The Indian Council of Social Science Research invites research proposals under its **RESEARCH PROJECTS SCHEME FOR THE YEAR 2003-04**.

The research projects may belong to anyone of the following social science disciplines/allied disciplines or may be interdisciplinary in nature: Economics/Commerce/Management; Education; Environment & Sustainable Development; Gender Studies; Information Communication Technology; Library Science; North-East Studies; Political Science/International Relations/Public Administration; Psychology; Social Anthropology; Social Aspects of Law; Social Geography and Demography; Social Linguistics; Sociology; Sociology of Natural Science.

### ELIGIBILITY

1. For academic applicants, eligibility is limited to the postdoctoral level and, normally, to applicants with publications beyond the Ph. D. dissertation. For other applicants, a high level of professional achievement is expected.
2. Applications for a research grant may be submitted by an individual researcher or a team of researchers (one project director/principal investigator plus one or more associate project directors/co-investigators).

### AFFILIATION

The Project Director shall affiliate himself/herself to an academic institution/ university through which the project amount will be disbursed.

### VALUE & DURATION

Maximum duration of a research project is two years. The Project Directors are expected to work out cost estimates (as per the prescribed format) of their project proposals.

Recently, the ICSSR has revised the emoluments rates of project staff as given below:

Designation	Emoluments
Project Director (retired)	Rs.6,000p.m.
Project Director (employed)	Rs.3,000p.m.
Research Associate/ Deputy Director	Rs.8,000 p.m.
Project Associate/ Research Officer	Rs.5,000p.m.
Project Fellow/ Research Assistant/ Research Investigator, etc.	Rs.4,000p.m.
Stenographic Assistance/ Computer Assistance/ Typing Assistance	Lumpsum
Skilled/unskilled workers	Lumpsum

### LAST DATE

Last date for submitting research proposals is **30 June 2003**. Applications which are postmarked after the deadline date or are incomplete in any respect will be rejected.

### APPLICATION PROCEDURE

Complete application as per the prescribed format would include: i) five copies of research proposal, ii) five copies of 500-word summary of the research proposal, iii) five copies of cost estimate, iv) five copies of biodata of the project director and co-project director, if any, v) letter of consent from the affiliating institute, and vi) document containing the profile of the affiliating institute.

(Kindly note that all the documents should be typed or word processed (font: Tahoma, size 12 point), single-sided, one and a half space on A-4 (8" X 11" or 21.5 cm X 28 cm) white paper. The length of the research proposal should not exceed eight pages and that of the biodata two pages.)

Formats for research proposals, cost estimates, biodata and other details can be downloaded from our website: [www.icssr.org](http://www.icssr.org)

or

Formats can also be obtained by sending a self-addressed stamped envelope to the undersigned.

Applications must be sent by registered mail, acknowledgment due, or through courier.

ICSSR does not accept applications by FAX or E-mail.

Mailed or couriered applications must be postmarked not later than the deadline date. If the deadline falls on a weekend or a public holiday, the next working day applies.

THE APPLICATION SHOULD BE  
ADDRESSED TO:

**Shri Vinod K. Mehta**  
**Director (Research Projects)**  
**Indian Council of**  
**Social Science Research,**  
**JNU Institutional Area,**  
**Aruna Asaf Ali Marg,**  
**New Delhi - 110 067**

# ACHARYA N.G. RANGA AGRICULTURAL UNIVERSITY

Admn. Office, Rajendranagar, Hyderabad-500 030

**Advertisement No. 2/RC/2003, dated 5-5-2003**

## LIMITED RECRUITMENT CONFINED TO SCHEDULED CASTE AND SCHEDULED TRIBE CANDIDATES & SPECIAL RECRUITMENT DRIVE FOR DISABLED PERSONS

Applications in the prescribed form together with Registration Fee of Rs.750/- for others and Rs.375/- for SC/ST are invited for the undermentioned posts. Candidates should possess the prescribed qualifications as on the date of this notification.

I. FACULTY OF AGRICULTURE	Associate Professor		Assistant Professor	
	Limited	Disabled	Limited	Disabled
a. Ag. Economics	1(ST)	-	1(ST)	-
b. Ag. Engineering	3(ST-2, SC-C(W)-1	-	5(ST-4, SC-A(W)-1	1(VH)
c. Ag. Extension	3(ST-1, SC-C-1, SC-C(W)-1	-	2(ST)	-
d. Ag. Microbiology	1(ST)	-	2(SC-C-1, ST-1)	-
e. Agronomy	6(SC-B-1, SC-A-1, SC-D-1, ST-3)	-	6(ST-5, ST-W-1)	3(HH-1, OH-1, VH-1)
f. Entomology	2(ST-W-1, ST-1)	1(HH)	2(ST)	1(HH)
g. Gen. & Plant Breeding	8(SC-1, SC-B-2, SC-C(W)-1, SC-D-1, ST-3)	-	9(ST-7, ST(W)-2)	1(OH)
h. Horticulture	4(SC-B(W)-1, ST-2, ST(W)-1)	-	5(ST-4, ST(W)-1)	1(VH)
i. Plant Pathology	2(ST-1, ST(W)-1)	-	-	-
j. Plant Physiology	-	1(OH)	1(ST)	-
k. Soil Sc. & Ag. Chemistry	2(ST-1, SC-B-1)	-	3(ST(W))	1(HH)
l. Statistics & Mathematics	2(ST-1, SC-C(W)-1)	-	-	-
<b>II. FACULTY OF VET. SCIENCE</b>				
a. Clinical Vety. Medicine	3(SC-A(W)-1, SC-B-1, ST-1)	-	2(SC-C(W)-1, ST(W)-1)	-
b. Fishery Science (Aquaculture)	1(ST(W))	-	-	-
c. Fishery Science (Fish Engg.)	1(ST)	-	-	-
d. Vety. Microbiology	3(SC-C-2, SC-B-1)	-	1(ST)	-
e. Vety. & AH Extension	1(ST(W))	-	1(SC-B)	1(VH)
f. Vety. Pathology	2(ST-1, SC-C(W)-1)	-	3(ST-1, SC-B(W)-1, SC-A(W)-1	-
g. Vety. Pharmacology & Toxicology	2(SC-B(W)-1, SC-B-1)	-	-	-
h. Animal Genetics & Breeding	2(SC-D-1, SC-B-1)	-	3(ST(W)-2, SC-C(W)-1)	-
i. Livestock Products & Technology	1(ST(W)-1)	-	-	1(OH)
j. Livestock Products & Management (Animal)	1(SC-C)	1(OH)	6(ST(W)-3, ST-1, SC-D-1, SC-B(W)-1)	1(HH)
k. Livestock Products & Management (Avian)	-	-	2(SC-B(W)-1, SC-C-1)	-
l. Animal Reproduction & Gynecology	-	1(HH)	4(SC-C-1, SC-B-1, ST-2)	1(VH)
m. Animal Nutrition	-	-	1(SC-B(W))	-
n. Vety. Anatomy & Histology	-	-	2(ST-1, SC-C(W)-1)	-
o. Vety. Physiology	-	-	2(ST(W))	-
p. Vety. Parasitology	-	-	1(SC-C(W)-1)	-
q. Fishery Biology	-	-	1(ST)	-
r. Ag By-Products	1(SC-C(W))	-	-	-
<b>III. FACULTY OF HOME SCIENCE</b>				
a. Human Development & Family Studies	1(SC(W))	-	-	-
b. Apparel & Textiles	1(SC(W))	-	1(ST(W))	-
c. Extension Education	-	-	1(ST(W))	-
d. Resource Management & Consumer Science	-	-	1(ST(W))	-
e. Physical Education	-	-	1(SC-A)	1(HH)

NET qualification for appointment to the post of Assistant Professor or its equivalent post in the subject (discipline) concerned is relaxed for this advertisement only.

The applicants who have already applied for the advertisement Nos. (2/RC/2002, dt.30-9-2002 & 1/RC/2003, dt.13-3-2003) need not apply again. They may, however, furnish any other additional information duly quotation the details.

The applicant should furnish the Medical Certificate from appropriate authority to which category they belongs for Physically Handicapped Persons.

Prescribed application forms together with full details of qualifications for the posts can be had from the University on payment of Rs.750/- for others and Rs.375/- for SC & ST in person or through a crossed demand draft in favour of **COMPTROLLER, ANGRAU, HYDERABAD**. NO MONEY ORDER/POSTAL ORDER WILL BE ENTERTAINED. For obtaining it by post, a self addressed and stamped envelope of Rs.20/- of the size 35 x 15 cms should be enclosed to the requisition letter. The cover containing the requisition for application form should be superscribed "REQUISITION FOR APPLICATION" and sent to "THE REGISTRAR, ACHARYA N.G. RANGA AGRICULTURAL UNIVERSITY, RAJENDRANAGAR, HYDERABAD-500 030. Sale of applications from 8-5-2003. The last date for sale of applications by post is 28-5-2003 and the filled in application should reach the undersigned on or before 5-6-2003 by 4.00 PM.

**S. RAGHU VARDHAN REDDY**  
REGISTRAR

# CLASSIFIED ADVERTISEMENTS

## NIRMALA INSTITUTE OF EDUCATION

Altinho, Panaji, Goa 403 001

Applications with full bio-data are invited from qualified candidates for the following posts so as to reach the undersigned within 15 days from the date of publication of this advertisement.

Applications must be accompanied by certified copies of marksheets of all the examinations from SSC onwards. Those already employed shall forward their applications through proper channel and shall account for break if any, in their academic career.

### Category of Post : General

1. Lecturer for Special Method English  
1 post - full-time (Subject to NOC from Govt.)
2. Lecturer for Special Method Maths  
1 post - full-time
3. Lecturer for Special Method Science  
1 post - full-time

### Essential Qualifications:

**Lecturer:** Candidates should have good academic record with at least 55% marks or an equivalent grade at the M.Ed degree from an Indian University or any equivalent degree from a Foreign University. Candidates besides fulfilling the above qualifications should have cleared the eligibility test for Lecturers conducted by the UGC, CSIR or similar test accredited by the UGC. However, in the event of non availability of such candidates or if such candidates are found otherwise not suitable other candidates will be considered for appointment on temporary basis and the appointment will be confirmed only when the candidates pass the NET/SET.

For post at serial number 2 and 3 SCALE OF PAY: Rs.8000-275-13500 plus admissible allowances as per rules.

TERMS AND CONDITIONS of service are those laid down by the Goa University/ Government of Goa and other competent authorities."

**Dr Rita Paes**  
PRINCIPAL

## Shri Shahu Shikshan Sanstha's SHRI SHAHAJI CHHATRAPATI MAHAVIDYALAYA

Dasara Chouk, Kolhapur 416 002

(Affiliated to Shivaji University, Kolhapur)

### WANTED

Applications are invited from eligible candidates for the following posts.

Sr. No.	Designation	Total Posts	Reserved Post
A)	Lecturer		
I)	English	IFT	@ 1ST(I)
II)	Economics	IFT	@ 1SC(I)

**Note:** @ indicates that the posts are advertised under Special Recruitment Drive.

1. Roman figures in the bracket show the number of times the post have been advertised.
2. If particular reserved candidates are not available then other candidates will be temporarily appointed for one academic year only. Such appointed candidates will have no claim or legal right on the said post, if particular reserved candidates become available during the next year's.
3. "Reserved candidates who are domiciled outside of Maharashtra State will be treated as Open Category candidates.
4. Reserved candidates are advised to send a copy of their application to the Deputy Registrar, Special Cell, Shivaji University, Kolhapur-416 004.
5. Educational Qualifications, Pay Scales and Service Conditions will be as per rules of Shivaji University, Kolhapur. The details regarding educational qualifications will be supplied to the candidates along with application form.
6. Those who are already in service should apply through proper channel.
7. Incomplete application will not be entertained.
8. Apply in prescribed application form giving full particulars within a month from the date of publication of this advertisement to the undersigned. Prescribed application form is available in the College which shall be supplied in person or on request. The cost of application is Rs.25/- which shall be remitted in cash or by D.D./IPO. in the name of The Principal, Shri

Shahaji Chhatrapati Mahavidyalaya, Dasara Chouk, Kolhapur 416 002. The application proforma will be supplied by post on request letter with self addressed envelope with stamp of Rs.10/-.

Place: Kolhapur  
Date: 03/05/2003

**DR. D. R. MORE**  
PRINCIPAL

(CHANDRAKANT ALIAS  
SUBHASH S. BONDRE)  
SECRETARY

**Bharat Shikshan Prasarak**  
Mandal, Jeur's

**BHARAT MAHAVIDYALAYA**  
JEUR (C.RLY),

Tal. Karmala, Dist. Solapur, Pin-413202

(Affiliated to Shivaji University, Kolhapur)

### WANTED

Applications are invited from eligible candidates for the following post.

Designation	Total Post	Open Post
Principal	1	1

### Note:

1. For the post of Principal Ph.D. or equivalent published work and a minimum experience of 10 years (for Principal of Reader's grade) or 15 years (for Principal of Professor's grade) of teaching/Research in Universities/ Colleges and other Institutions of Higher Education is essential.
2. Educational Qualifications, Pay Scales and Services Conditions will be as per rules of Shivaji University, Kolhapur.
3. Those who are already in service should apply through proper channel.
4. Incomplete application will not be entertained.
5. Apply in a prescribed application form giving full particulars within a month from the date of publication of this advertisement to the undersigned. Prescribed application form can be had from the office of "Principal, Bharat Mahavidyalaya, Jeur (C. Rly), Tal. Karmala, Dist. Solapur, Pin-413202"



on payment of Rs.50/- in cash or Rs. 60/- by M.O.

Place: Jeur (C. Rly)  
Date: 19<sup>th</sup> May, 2003

SECRETARY CHAIRMAN

**B.S.P'S GOMANTAK  
AYURVEDA MAHAVIDYALAYA  
AND RESEARCH CENTRE**  
Shiroda-Goa 403103.

(Approved by Central Council of Indian Medicine Delhi, and Affiliated to Goa University)

**WANTED**

Bharateeya Sanskriti Prabodhini's Gomantak Ayurveda Mahavidyalaya & Research Centre invites applications for the following posts. Applications complete in all respects with xerox certified copies in support should reach the President by **2nd of June 2003**. All are Full Time Posts

Sr. No.	Post	Subject	No.
1.	Principal	—	1
2.	Professor	Sharir Rachana	1
3.	"	Sharir Kriya	1
4.	"	Rasashastra	1
5.	"	Streerog & Prasuti	1
6.	Reader	Dravya Guna	1
7.	"	Shalya Tantra	1
8.	"	Panchakarma	1
9.	"	Sanskrit Samhita Siddhanta	1
10.	Lecturer	Rasashastra	1
11.	"	Shalya Tantra	1
12.	"	Kaumarbhritya	1
13.	"	Agad Tantra	1
14.	"	Sanskrit Samhita Siddhanta	1

**Essential:**

- A degree of Ayurveda from a recognized University established by law of a statutory Board/Faculty/Examining body of Indian Medicine Central Council Act, 1970
- A postgraduate qualification in the subject/speciality concerned included in the schedule in Indian Medicine Central Council Act, 1970.
- Adequate knowledge of Sanskrit and Teaching capacity in English

**A) For the Post of Professor:** Total Teaching experience of ten years in the department is necessary of which there should be five years teaching experience as Reader/Asstt. Professor or 10 years experience as a lecturer in the concerned subject wherever the post of Reader/Asstt. Professor does not exist.

**B) For the Post of Reader:** The candidate should have five years teaching experience

in the subject, out of which, there should be three years teaching experience as a lecturer in the subject concerned.

**For the Post of Lecturer:** Teaching experience is preferred

**C) For the Post of Lecturer:** a) The qualifications and experience prescribed for the post of Principal are as given for the post of Professor. In addition, the candidate should have working knowledge of administration.

**Desirable:** a) Original published papers, books on the subject

**Pay Scale:** As per UGC scales as applicable plus admissible allowances as per Govt. rules.

Sd/-  
Principal,  
Gomantak Ayurveda  
Mahavidyalaya &  
Research Centre  
Shiroda-GOA 403103.

Sd/-  
President,  
Bharateeya  
Sanskriti Prabodhini  
Shiroda-GOA 403103.

**KASEGAON EDUCATION SOCIETY**

Kasegaon's

**C/o Rajarambapu Institute of  
Technology Rajaramnagar, Post  
Sakbarale, Tal.-Walwa, Dist.-Sangli**

**WANTED**

Application are invited from eligible candidates for the following post to be filled in the Arts and Commerce College, Kasegaon (affiliated to Shivaji University, Kolhapur).

Sr. No.	Designation	Total Post	Reserved Post
1.	Principal	1	@ 1ST(VI)

**Note:** @ indicates that the posts are advertised under Special Recruitment Drive

- For the post of Principal, Ph.D. or equivalent published work and a minimum experience of 10 years (for Principal of Reader's grade) or 15 year (for Principal of Professor's grade) of teaching/Research in Universities/Colleges and other Institutions of Higher Education is Essential.
- Roman figure in the bracket shows the number of times the post has been advertised.
- The pots advertised for VIth times will be filled in as per G.R. No. BCC/1094/CR57/94-16 B of 5th December, 1994 by transferring categories, viz., ST to SC and vice-versa.
- Reserved candidates who are domiciled outside of Maharashtra State will be treated at open category candidates.
- Reserved candidates are advised to send a copy of their application to the Deputy Registrar, Special Cell, Shivaji University, Kolhapur-416004.
- Pay Scales and Service Conditions will be as per rules of Shivaji University,

Kolhapur. The details regarding educational qualifications will be supplied to the candidates on request.

- Those who are already in service should apply through proper channel.
- Incomplete application will not be entertained.
- Apply giving full particulars within 15 days from the date of publication of this advertisement to the undersigned.

Place: Rajaramnagar  
Date: 05 May 2003

**P.V. JAGTAP**  
SECRETARY

**CHH. SHAHU INSTITUTE OF  
BUSINESS EDUCATION  
AND RESEARCH TRUST'S**

**College of Non-Conventional  
Vocational Courses for Women,  
University Road, Kolhapur-416 004**

**WANTED**

Applications are invited from eligible candidates for the following posts.

Sr. No.	Subject	No of posts	Open posts	Reserved post
<b>A) Principal</b>		1	1	—
<b>B) Lecturer</b>				
1.	Food Science	1FT	—	—
2.	Applied Nutrition & Sciences	2FT	1	ISC (1)
3.	Dietetics	1FT	1	—
4.	Medical & Nutrition	1FT	1	—
5.	Dairy Technology	1FT	1	—
6.	Cereal Technology	1FT	1	—
7.	Food Technology	1FT	1	—
8.	Food Processing	1FT	1	—
9.	Textile	2FT	1	ISC (1)
10.	Fashion Designing & Garment Making	7FT	4	ISC (1) 1ST (1) 1VJA(1)
11.	Interior Design	8FT	4	ISC (1) 1ST (1) 1VJA(1) 1OBC(1)

#### Notes:-

1. Roman figures in the bracket show the number of times the post have been advertised.
2. Reservation for VJNT categories is internally transferable.
3. If reserved candidates are not available then other candidates will be temporarily appointed for one academic year only. Such appointed candidates will have no claim or legal right on the said post, if reserved candidates become available during the next year/s.
4. Reserved candidates who are domiciled outside of Maharashtra State will be treated as Open category candidates.
5. Reserved candidates are advised to send a copy of their application to the Deputy Registrar, Special Cell, Shivaji University, Kolhapur-416 004.
6. Following post will be filled in from amongst female candidates:

Designation	Open Posts	Reserved Posts
Lecturer	5	3

If female candidates are not available the posts will be filled in from male candidates of respective categories.

7. OPEN / OBC / NTC / NTD female candidates belonging to "Creamy Layer" shall not be held Eligible for the benefits of women reservations as specified in G.R. Women and Child Welfare Department Misc-1086 / Pr.Kr.20 / Ka.2 dated 1.8.1997.
8. Educational Qualifications, Pay Scales and Service Conditions will be as per rules of Shivaji University, Kolhapur. The details regarding educational qualifications will be supplied to the candidates on request.
9. Those who are already in service should apply through proper channel.
10. Incomplete application will not be entertained.
11. Apply giving full particulars within a month from the date of publication of this advertisement to the undersigned.

Place:

Date \_\_\_\_\_ **Managing Trustee**

**ANNA UNIVERSITY,  
CHENNAI - 600 025.**

Advertisement No.001/PR-14/Rect./2003

Dated: 9.5.2003.

Applications are invited in the prescribed form for the following teaching posts in

the College of Engineering, Alagappa College of Technology, School of Architecture & Planning and Madras Institute of Technology of this University at Chennai.

#### Details of posts:-

##### 1. Teaching Position:

1. **Professor (Rs.16400-450-20900-500-22400)**

Civil Engg/Structural Engg/Hydraulic Engg/ Remote Sensing/Environmental Engg & Science/ Mining Engg/ Mech. Engg/Heat Power/ Production Engg/ Engg. Design/ Industrial Engg/Management/ Printing Tech./ Physics/ Chemistry/ English/ Chemical Engg/ Textile Technology/ Aeronautical Engg/ Electronics(MIT)/ Instrumentation Engg/ Automobile Engg/ Rubber Tech./ Biotechnology/ Town Planning.

1. **(a) University Librarian (Rs. 16400-450-20900-500-22400)**

2. **Asst. Professor / Reader (Rs.12000-420-18300)**

Civil Engg. Structural Engg/ Environmental Engg/ Mechanical Engg/ Production Engg/ Industrial Engg/ Printing Technology/ Power Systems/ Electrical Engg/ Electronics & Communication Engg/ Computer Science & Engg/ System Analyst/ Physics/ Chemistry/ English/ Geology/ Chemical Engg/ Textile Technology/ Architecture/ Town Planning/ Aeronautical Engineering/ Avionics/ Instrumentation Engg.

3. **Lecturer (Rs. 8000-275-13500)**  
Civil Engg/ Mining Engg/ Management/ Mechanical Engg/ Industrial Engg/ Electrical and Electronics Engg/ Electronics and Communication Engg/ Computer Science & Engg/ Chemistry/ Chemical Engg/ Textile Tech./ Architecture/ Automobile/ Electronics/ Instrumentation/ Aeronautical Engg.

II. Positions at the Examination Wing (on contract basis for a specified duration only)

1. **System Manager (Rs. 12000-420-18300)**
2. **System Analyst (Rs. 12000-420-18300)**
3. **System Programmer (Rs. 8000-275-13500)**

Recruitments will be made following roster system.

New incumbents recruited under the above

posts will be covered under Contributory Provident Fund.

Contract appointments on consolidated pay for a specified duration may also be made for the self-supporting Programmes if the applicant is willing.

A test/preliminary selection may be made for short listing the candidates for the above posts, in case a large number of applications are received for any post.

Application form together with information and instructions to candidates containing the details of prescribed qualification, field of specialization and other particulars can be had from the Registrar, Anna University, Chennai-25 from 16.5.2003 onwards on request accompanied by a **Demand Draft for Rs.500/- (Rs.125/- for SC/ST candidates) dated not earlier than 16.5.2003 drawn in favour of the Registrar, Anna University, Chennai-25** together with a self-addressed envelope of size 22 x 10 cm stamped to the value of Rs. 15/-.

The last date for receipt of completed applications is 2.6.2003 till 5.00 p.m.

REGISTRAR

## INVITATION TO AUTHORS

Authors are invited to contribute articles on contemporary issues in higher education in general and Indian higher education in particular for publication in the 'University News'. The articles may be sent as an e-mail attachment sent in MS WORD to : [aiu@del2.vsnl.net.in](mailto:aiu@del2.vsnl.net.in) or printed/typed copy in duplicate along with floppy by post at the following address :

**The Editor  
University News  
Association of Indian Universities  
AIU House, 16 Kotla Marg  
New Delhi 110 002**



# UNIVERSITY OF HYDERABAD

P.O. Central University, Hyderabad 500 046

## Special Admission Announcement for 2003-2004

**(Mainly for the attention of SC & ST candidates)**

In continuation of the Admission Announcement 2003-2004 dated 26.4.2003 published in all leading news papers including Deccan Chronicle/ Eenadu / Indian Express inviting applications for admission to post-graduate and research programmes during 2003-2004, it is notified as follows:

i) 15% and 7.5% seats in each course are reserved for SC and ST candidates respectively with a provision for interchangeability, wherever necessary; ii) For admission to PG courses, viz: M.C.A., M.Sc., M.A., M.F.A., M.P.A. and Advanced Post-M.Sc Diploma in Bio-informatics, a relaxation of 5% marks in the minimum eligibility condition for admission to a course will be provided. Further relaxation in the marks may also be provided to fill the vacant seats, if any. There will be no cut off point in the entrance examination for admission to these courses; iii) For admission to M.Phil., M.Tech., and Ph.D. relaxation of 5% marks in the minimum eligibility condition (subject to a minimum of a second class) will be provided. Candidates are required to obtain a minimum of 35% and 45% marks respectively in the entrance examination (i.e. written and oral test) for admission to M.Phil. M.Tech and Ph.D. (as against 50% and 55% respectively for the open category); iv) 22.5% of the seats available in the University Hostels are reserved for them (15% for SC and 7.5% for ST); v) Students in SC/ST categories may avail social welfare scholarships as per their eligibility; vi) Remedial courses in English and other subjects will be arranged, if necessary; vii) SC/ST candidates are exempted from the payment of Registration fee for the Entrance test.

Application forms together with Prospectus and application forms can be obtained in person from **05.05.2003 to 06.06.2003** from the Academic Section, Administration Building in the University Campus, Hyderabad - 500 046, against cash payment of **Rs.150/-** for the first set of one application form and Prospectus and **Rs.75/-** for each additional application form.

**BY POST: (upto 31.5.2003)** from the Dy. Registrar (Acad & Exams), University of Hyderabad, P.O. Central University, Hyderabad-500046 by sending (a) a requisition indicating the course to which the admission is sought, (b) one self-addressed slip, (c) a crossed **demand draft for Rs.175/- drawn in favour of the Finance Officer, University of Hyderabad, on State Bank of India, Hyderabad Central University Branch, Hyderabad (Code 5916) or on Andhra Bank, Nampally Branch, Hyderabad (Code 378)** for the first set of one application form and prospectus and Rs.75/- for each additional application form. Not more than 3 applications will be issued with one Prospectus. **A separate application is required for each course except for M.Tech (CS/AI-IT) for which a single application form can be used.**

Filled in application can be submitted either by post or in person at the Automated Admission Office at the University Campus at Gachi Bowli. For further details, please refer to the Instruction sheet attached to the Application form.

### Important Dates

Sate of Prospectus and application forms will commence from	May 5, 2003
Last date for receiving requisition for issue of Prospectus/application forms by post	May 31, 2003
Last date for sale of Prospectus/ application and submission of application forms	June 6, 2003

**Note: University will not be responsible for any postal delay. Candidates are therefore, advised to apply well in time.**

**For any further details, visit our website: <http://www.uohyd.ernet.in>**

**T.R. Vig**

**Date: 26th April, 2003 Controller of Examinations**

**SELECTED BY UGC AS 'UNIVERSITY WITH POTENTIAL FOR EXCELLENCE' & AWARDED BY NAAC THE TOP GRADE OF A\*\*\*\*\***



# INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH

Ministry of Human Resource Development

*calls entries for*

## VKRV RAO AWARDS

The VKRV Rao Prizes in Social Science Research are administered by the Indian Council of Social Science Research, New Delhi.

**Three prizes are awarded each year for quality research in social science.**

The main objective of the prizes is to encourage young social scientists to undertake original research and to recognise their contribution to the development of knowledge.

**Subjects for the current year:** This year, one prize each will be awarded in the disciplines of **Economics, Social Aspects of Law and Management.**

### ELIGIBILITY

Any citizen of India below the age of 45 years engaged in research in any of the aforesaid social science disciplines is eligible to be considered for the competition.

Prizes shall be awarded on the basis of work done in India during the period of five years preceding the year of the prize. A candidate once selected for a prize shall not be considered for another award.

### VALUE

**The honour carries a cash award of Rs. 25,000 (Rupees twenty five thousand) and a citation.**

### NOMINATION AND APPLICATION

Entry to the competition shall be made by application or nomination.

Any social scientist who considers herself/himself eligible can apply for entry to the competition.

The names of social scientists may also be nominated for the Award by any organisation of the Central or State Governments or local authorities, Vice Chancellor of a university or head of an educational or research institution or an NGO.

### PROCEDURE FOR ENTRY

Individuals/nominating institutions should submit 6 copies of detailed biodata of the scholar along with a brief summary (not exceeding 1,500 words) describing the research work undertaken by the scholar during the period 1998-2002, his/her achievements, contributions, etc., to:

**Dr. Ranjit Sinha**

**Director (RI & RC)**

**Indian Council of Social Science Research (ICSSR)**

**JNU Institutional Area, Aruna Asaf Ali Road, New Delhi 110 067**

**Telephone: (O) 011- 26179838 (R) 011-27247370**

**E-mail: sinharanjit@netscape.net**

**The entries should reach the above mentioned address by 30 June 2003**